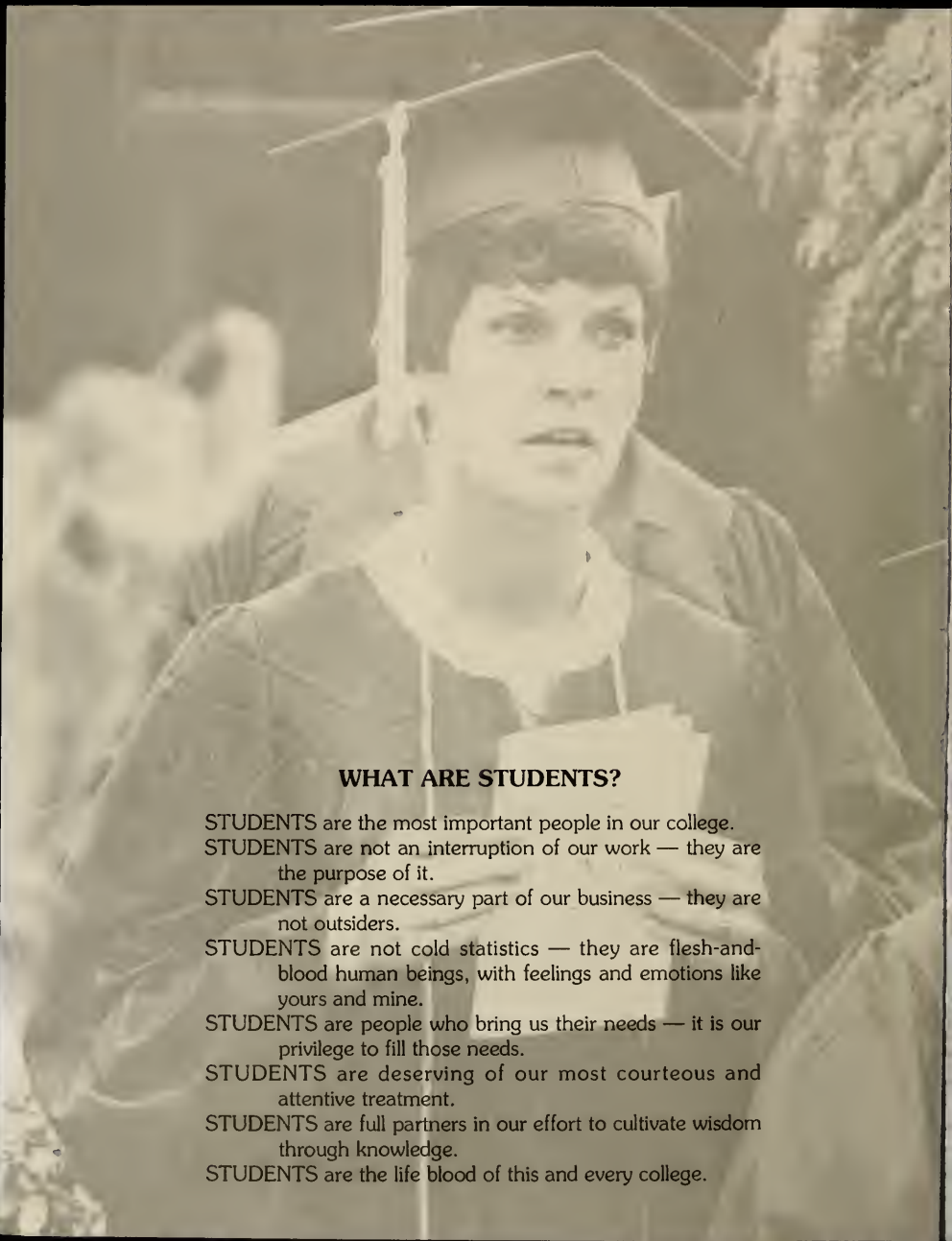
College of The Albemarle

1991-93 CATALOG



WHAT ARE STUDENTS?

STUDENTS are the most important people in our college.
STUDENTS are not an interruption of our work — they are the purpose of it.
STUDENTS are a necessary part of our business — they are not outsiders.
STUDENTS are not cold statistics — they are flesh-and-blood human beings, with feelings and emotions like yours and mine.
STUDENTS are people who bring us their needs — it is our privilege to fill those needs.
STUDENTS are deserving of our most courteous and attentive treatment.
STUDENTS are full partners in our effort to cultivate wisdom through knowledge.
STUDENTS are the life blood of this and every college.

COLLEGE OF THE ALBEMARLE

1991-1993 Catalog

College of The Albemarle is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate degrees, diplomas, and certificates.

Credits earned at College of The Albemarle in curricula leading to the Associate in Arts degree, the Associate in Science degree, the Associate in Fine Arts degree, and some of those leading to the Associate in Applied Science degree are transferable to senior colleges and universities for a higher degree.

Main Campus

College of The Albemarle
P. O. Box 2327
Elizabeth City, North Carolina
27906-2327
Telephone: (919) 335-0821

Dare County Campus

College of The Albemarle
Dare County Campus
P. O. Box 2029
Manteo, North Carolina 27954
Telephone: (919) 473-2264
(919) 473-3593

RGUS

FOREWORD

MISSION OF THE COLLEGE

College of The Albemarle is a public two-year community college with an "open-door" admissions policy. Its purpose, as described in its **mission statement**, is to provide adults in the seven-county Albemarle region with quality and convenient life-long learning opportunities consistent with identified student and community needs. Educational and training programs are designed to enhance the personal, social, and economic potential of the individual and to enrich the quality of community life.

Through sound management practices and systematic planning, the college fulfills this mission by providing the following:

1. Vocational programs and courses for students desiring to prepare for skilled trades or to upgrade their job skills;
2. Technical programs and courses which meet the career needs of individuals;
3. Transferable programs and courses for students desiring to attend a senior college or university;
4. Developmental courses or programs which assist students in overcoming deficiencies and acquiring skills fundamental to further academic and career achievement;
5. Adult education programs and courses based on community needs and interests, with emphasis on the following:
   a. Adult basic education for grades one through eight,
   b. High school equivalency diploma,
   c. Personal growth and life enrichment,
   d. Cultural and community services, and
   e. Training for individuals with special needs;
6. Special occupational training and upgrading programs and services for businesses, industries, and agencies;
7. Cooperative agreements with other educational institutions, government agencies, and employers in the Albemarle region; and
8. Counseling, financial assistance, career guidance, job placement services, student activities, and other programs essential to developing the potential of individual students.

EQUAL OPPORTUNITY INSTITUTION

College of The Albemarle is committed to the principle of equal opportunity. It is the college's policy not to discriminate on the basis of race, sex, color, national origin, religion, age, or handicap with regard to its students, employees, or applicants for admission or for employment. Inquiries regarding compliance with this equal opportunity policy may be directed to the President of College of The Albemarle.

PUBLICATION INFORMATION

All statements in this publication are announcements of present policies and are subject to change at any time without prior notice. College of The Albemarle reserves the right to make changes in program requirements and offerings, in regulations, and in fees. The college also reserves the right to discontinue at any time any programs or courses described in this catalog. While every effort will be made to give advance notice of any change of a program or course, such notice is not guaranteed nor required. This catalog should not be considered a contract between College of The Albemarle and any prospective student.

Unless otherwise indicated in a college publication, this catalog becomes effective September 1991 and remains in effect through August 1993.

HOW TO USE THE CATALOG

The College of The Albemarle Catalog contains information of interest to prospective students and serves as a reference manual for current students, faculty, staff, and others. The catalog provides descriptions of the college's programs of study and course offerings as well as information about academic regulations and student rights and responsibilities. Additional information is also included about almost every facet of the college.

If you are considering attending College of The Albemarle, you will find this catalog has been designed for your easy use. The opening sections contain information about the college's accreditation and mission. The academic calendar, which students refer to often, is near the front for handy reference. Admission information is the first major section in the catalog and is followed by program and course descriptions. A College Directory is included at the back of the catalog for details about the college's history, location, faculty, staff, and trustees. A Glossary of Terms ends the section with definitions of terms commonly used at College of The Albemarle.

The following is a guide to the information included in this catalog:

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Front Office	100
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Front Office	100

ACADEMIC CALENDAR 1991-93

SUMMER QUARTER 1991

May 16-17	Thursday-Friday. Registration.
June 4	Tuesday. Freshman and transfer student testing and orientation.
June 6	Thursday. First day of classes.
June 12	Wednesday. Last day to register or add classes.
June 19	Wednesday. End of refund period.
July 4	Thursday. Holiday.
July 11	Thursday. Last day to withdraw without penalty.
August 6-9	Tuesday-Friday. Registration for fall quarter.
August 15	Thursday. Last day of classes.
August 16, 19-22	Friday, Monday-Thursday. Exam week.
August 22	Thursday. Summer quarter ends.
August 23	Friday. Commencement.

MINI-QUARTERS: SUMMER 1991

FIRST MINI-QUARTER

May 16-17	Thursday-Friday. Registration.
June 6	Thursday. First day of classes.
June 7	Friday. Last day to register or add classes.
June 14	Friday. End of refund period.
June 17	Monday. Last day to withdraw without penalty.
June 27	Thursday. Last of classes.
June 28	Friday. Exams.

SECOND MINI-QUARTER

May 16-17	Thursday-Friday. Registration.
July 1	Monday. First day of classes.
July 2	Tuesday. Last day to register or add classes.
July 4	Thursday. Holiday.
July 10	Wednesday. End of refund period.
July 11	Thursday. Last day to withdraw without penalty.
July 23	Tuesday. Last day of classes.
July 24	Wednesday. Exams.

THIRD MINI-QUARTER

May 16-17	Thursday-Friday. Registration.
July 25	Thursday. First day of classes.
July 26	Friday. Last day to register or add classes.
August 2	Friday. End of refund period.
August 5	Monday. Last day to withdraw without penalty.
August 15	Thursday. Last day of classes.
August 16	Friday. Exams.
August 23	Friday. Commencement.

FIVE-WEEK SESSIONS: SUMMER 1991

FIRST SESSION

May 16-17	Thursday-Friday. Registration.
June 6	Thursday. First day of classes.
June 10	Monday. Last day to register or add classes.
June 17	Monday. End of refund period.
June 24	Monday. Last day to withdraw without penalty.
July 4	Thursday. Holiday.
July 12	Friday. Last day of classes.
July 15	Monday. Exams.

SECOND SESSION

May 16-17	Thursday-Friday. Registration.
July 16	Tuesday. First day of classes.
July 18	Thursday. Last day to register or add classes.
July 25	Thursday. End of refund period.
August 1	Thursday. Last day to withdraw without penalty.
August 20	Tuesday. Last day of classes.
August 21	Wednesday. Exams.
August 23	Friday. Commencement.

FALL QUARTER 1991

August 6-9	Tuesday-Friday. Registration.
September 4	Wednesday. Freshman and transfer student testing and orientation.
September 9	Monday. First day of classes.
September 13	Friday. Last day to register or add classes.
September 20	Friday. End of refund period.
October 11	Friday. Last day to withdraw without penalty.
November 12-15	Tuesday-Friday. Registration for winter quarter.
November 15	Friday. Last day of classes.
November 18-22	Monday-Friday. Exam week.
November 22	Friday. Fall quarter ends.

WINTER QUARTER 1991-1992

November 12-15	Tuesday-Friday. Registration.

November 22	Friday. Freshman and transfer student testing and orientation.
December 2	Monday. First day of classes.
December 6	Friday. Last day to register or add classes.
December 13	Friday. End of refund period.
December 20	Friday. Christmas holidays begin after last class.
January 6	Monday. Classes resume.
January 20	Monday. Holiday.
January 21	Tuesday. Last day to withdraw without penalty.
February 18-21	Tuesday-Friday. Registration for spring quarter.
February 24	Monday. Last day of classes.
February 25-28, March 2	Tuesday-Friday, Monday. Exam week.
March 2	Monday. Winter quarter ends.

SPRING QUARTER 1992

February 18-21	Tuesday-Friday. Registration.
March 3	Tuesday. Freshman and transfer student testing and orientation.
March 6	Friday. First day of classes.
March 12	Thursday. Last day to register or add classes.
March 19	Thursday. End of refund period.
April 9	Thursday. Last day to withdraw without penalty.
April 17,20	Friday, Monday. Easter holidays.
May 14-15	Thursday-Friday. Registration for all summer classes.
May 15	Friday. Last day of classes.
May 18-22	Monday-Friday. Exam week.
May 22	Friday. Spring quarter ends.
May 27	Wednesday. Commencement.

SUMMER QUARTER 1992

May 14-15	Thursday-Friday. Registration.
May 28	Thursday. Freshman and transfer student testing and orientation.
June 1	Monday. First day of classes.
June 5	Friday. Last day to register or add classes.
June 12	Friday. End of refund period.
July 3	Friday. Last day to withdraw without penalty.
July 6	Monday. Holiday.
August 4-7	Tuesday-Friday. Registration for fall quarter.
August 10	Monday. Last day of classes.
August 11-14, 17	Tuesday-Friday, Monday. Exam week.
August 17	Monday. Summer quarter ends.
August 19	Wednesday. Commencement.

MINI-QUARTERS: SUMMER 1992

FIRST MINI-QUARTER

May 14-15	Thursday-Friday. Registration.
June 1	Monday. First day of classes.
June 2	Tuesday. Last day to register or add classes.
June 9	Tuesday. End of refund period.
June 10	Wednesday. Last day to withdraw without penalty.
June 22	Monday. Last day of classes.
June 23	Tuesday. Exams.

SECOND MINI-QUARTER

May 14-15	Thursday-Friday. Registration.
June 25	Thursday. First day of classes.
June 26	Friday. Last day to register or add classes.
July 3	Friday. End of refund period.
July 6	Monday. Holiday.
July 7	Tuesday. Last day to withdraw without penalty.
July 17	Friday. Last day of classes.
July 20	Monday. Exams.

THIRD MINI-QUARTER

May 14-15	Thursday-Friday. Registration.
July 22	Wednesday. First day of classes.
July 23	Thursday. Last day to register or add classes.
July 30	Thursday. End of refund period.
July 31	Friday. Last day to withdraw without penalty.
August 12	Wednesday. Last day of classes.
August 13	Thursday. Exams.
August 19	Wednesday. Commencement.

FIVE-WEEK SESSIONS: SUMMER 1992

FIRST SESSION

May 14-15	Thursday-Friday. Registration.
June 1	Monday. First day of classes.
June 3	Wednesday. Last day to register or add classes.
June 10	Wednesday. End of refund period.
June 17	Wednesday. Last day to withdraw without penalty.
July 6	Monday. Holiday.
July 7	Tuesday. Last day of classes.

July 8	Wednesday. Exams.

SECOND SESSION

May 14-15	Thursday-Friday. Registration.
July 9	Thursday. First day of classes.
July 13	Monday. Last day to register or add classes.
July 20	Monday. End of refund period.
July 27	Monday. Last day to withdraw without penalty.
August 14	Friday. Last day of classes.
August 17	Monday. Exams.
August 19	Wednesday. Commencement.

FALL QUARTER 1992

August 4-7	Tuesday-Friday. Registration.
September 3	Thursday. Freshman and transfer student testing and orientation.
September 9	Wednesday. First day of classes.
September 15	Tuesday. Last day to register or add classes.
September 22	Tuesday. End of refund period.
October 13	Tuesday. Last day to withdraw without penalty.
November 10-13	Tuesday-Friday. Registration for winter quarter.
November 17	Tuesday. Last day of classes.
November 18-20, 23-24	Wednesday-Friday, Monday-Tuesday. Exam week.
November 24	Tuesday. Fall quarter ends.

WINTER QUARTER 1992-93

November 10-13	Tuesday-Friday. Registration.
December 1	Tuesday. Freshman and transfer student testing and orientation.
December 2	Wednesday. First day of classes.
December 8	Tuesday. Last day to register or add classes.
December 15	Tuesday. End of refund period.
December 22	Tuesday. Christmas holidays begin after last class.
January 4	Monday. Classes resume.
January 15	Friday. Last day to withdraw without penalty.
January 18	Monday. Holiday.
February 16-19	Tuesday-Friday. Registration for spring quarter.
February 22	Monday. Last day of classes.
February 23-26, March 1	Tuesday-Friday, Monday. Exam week.
March 1	Monday. Winter quarter ends.

SPRING QUARTER 1993

February 16-19	Tuesday-Friday. Registration.
March 2	Tuesday. Freshman and transfer student testing and orientation.
March 5	Friday. First day of classes.
March 11	Thursday. Last day to register or add classes.
March 18	Thursday. End of refund period.
April 8	Thursday. Last day to withdraw without penalty.
April 9,12	Friday, Monday. Easter holidays.
May 13-14	Thursday-Friday. Registration for all summer classes.
May 14	Friday. Last day of classes.
May 17-21	Monday-Friday. Exam week.
May 21	Friday. Spring quarter ends.
May 26	Wednesday. Commencement.

SUMMER QUARTER 1993

May 13-14	Registration.
May 27	Thursday. Freshman and transfer student testing and orientation.
May 31	Monday. First day of classes.
June 4	Friday. Last day to register or add classes.
June 11	Friday. End of refund period.
July 2	Friday. Last day to withdraw without penalty.
July 5	Monday. Holiday.
August 3-6	Tuesday-Friday. Registration for fall quarter.
August 9	Monday. Last day of classes.
August 10-13, 16	Tuesday-Friday, Monday. Exam week.
August 16	Monday. Summer quarter ends.
August 18	Wednesday. Commencement.

MINI-QUARTERS: SUMMER 1993

FIRST MINI-QUARTER

May 13-14	Thursday-Friday. Registration.
May 31	Monday. First day of classes.
June 1	Tuesday. Last day to register or add classes.
June 8	Tuesday. End of refund period.
June 9	Wednesday. Last day to withdraw without penalty.
June 21	Monday. Last day of classes.
June 22	Tuesday. Exams.

SECOND MINI-QUARTER

May 13-14	Thursday-Friday. Registration.

June 24 Thursday. First day of classes.
June 25 Friday. Last day to register or add classes.
July 2 Friday. End of refund period.
July 5 Monday. Holiday.
July 6 Tuesday. Last day to withdraw without penalty.
July 16 Friday. Last day of classes.
July 19 Monday. Exams.

THIRD MINI-QUARTER

May 13-14 Thursday-Friday. Registration.
July 21 Wednesday. First day of classes.
July 27 Tuesday. Last day to register or add classes.
August 3 Tuesday. End of refund period.
August 4 Wednesday. Last day to withdraw without penalty.
August 11 Wednesday. Last day of classes.
August 12 Thursday. Exams.
August 18 Wednesday. Commencement.

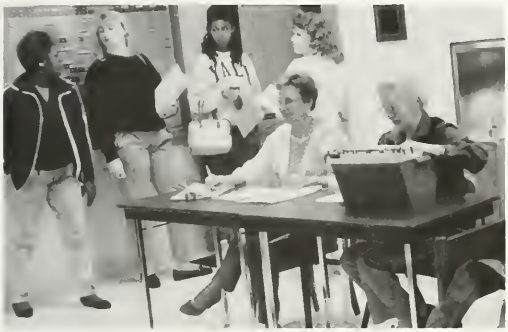
FIVE-WEEK SESSIONS: SUMMER 1993

FIRST SESSION

May 13-14 Thursday-Friday. Registration.
May 31 Monday. Classes begin.
June 2 Wednesday. Last day to register or add classes.
June 9 Wednesday. End of refund period.
June 16 Wednesday. Last day to withdraw without penalty.
July 5 Monday. Holiday.
July 6 Tuesday. Last day of classes.
July 7 Wednesday. Exams.

SECOND SESSION

May 13-14 Thursday-Friday. Registration.
July 8 Thursday. Classes begin.
July 12 Monday. Last day to register or add classes.
July 19 Monday. End of refund period.
July 26 Monday. Last day to withdraw without penalty.
August 13 Friday. Last day of classes.
August 16 Monday. Exams.
August 18 Wednesday. Commencement.



ADMISSION TO THE COLLEGE

College of The Albemarle, as it strives to fulfill its purpose, follows the "open-door" admissions policy of the State Board of Community Colleges, with selective placement in different curricula or programs of the institution. This policy provides for the admission of any person who has graduated from high school or earned its equivalent (GED*). The college may accept, under certain conditions, a limited number of one-year vocational applicants who are not high school graduates. All applicants admitted under these special conditions must earn the GED prior to completing the requirements for a one-year vocational diploma. **it is the policy of College of The Albemarle to encourage all applicants to complete or to be working toward completion of high school or its equivalent before seeking admission to the college.**

Admission to the college does not imply, however, immediate admission to the applicant's desired program. Admission to a specific program of study is based on guidelines developed to insure the student's chances of success in the program. These guidelines are strictly followed to prevent loss of student time and effort as a result of unsatisfactory achievement. When evaluations of applicants' test scores and high school records indicate their lack of readiness to enter specific programs, applicants are required to enroll in Developmental Education courses to prepare for admission to desired programs.

Admission to most programs is on a "rolling basis," i.e., applicants may enter the program any quarter. However, admission is limited to the fall quarter for the following programs: Associate Degree Nursing; Practical Nursing; Electrical Installation and Maintenance; Light Construction; and Air Conditioning, Heating, and Refrigeration. New students are usually admitted to the Cosmetology program every quarter except the summer quarter. Students entering Computer Engineering Technology, Mechanical Drafting and Design Technology, and Electronics Engineering Technology any quarter other than fall quarter will not be able to follow the curriculum outline exactly as shown in the catalog.

Preparatory training, particularly for the college transfer programs, should emphasize the traditional academic subjects. The recommended high school credits include the following:

English	4 units
Foreign Language	2 units
Mathematics	3 units
Social Studies	2 units
Natural Science	2 units
Physical Education	1 unit
Electives	6 units

College of The Albemarle is an equal opportunity institution. It is the college's policy and the Admissions Office's commitment not to discriminate on the basis of race, sex, color, national origin, religion, age, or handicap with regard to admission. Inquiries regarding compliance with this equal opportunity policy may be directed to the President of College of The Albemarle.

*Applicant's scores must meet the minimum requirements for the State of North Carolina or the applicant must present a certificate from another state verifying successful completion of the GED.

ADMISSION REQUIREMENTS FOR SPECIAL CREDIT, NON-DEGREE PROGRAM APPLICANTS (NEW OR TRANSFER STUDENTS)

Applicants interested in taking only selected courses of interest, except English or math courses, are required to meet the following requirements:

1. Be a graduate from an accredited high school or have the equivalent (GED); and
2. Submit a completed application for admission to the Admissions Office.

Special credit, non-degree applicants wanting to take an English or math course must take the college's Placement Test Battery in addition to the above requirements. Testing may be waived for transfer students upon receipt of official transcripts from colleges previously attended.

ADMISSION REQUIREMENTS FOR ASSOCIATE DEGREE PROGRAM APPLICANTS (NEW OR TRANSFER STUDENTS)

Applicants interested in earning a college transfer or technical degree are required to meet the following requirements:

1. Be a graduate from an accredited high school or have the equivalent (GED);
2. Submit a completed application for admission to the Admissions Office;
3. Request that an official high school transcript or GED score report and, if applicable, official transcripts from colleges previously attended be mailed directly to the Admissions Office; and
4. Take the college's Placement Test Battery as scheduled by the Admissions Office. Testing may be waived for transfer students upon receipt of transcripts from colleges previously attended.

ADMISSION REQUIREMENTS FOR VOCATIONAL AND TECHNICAL SPECIALTY PROGRAM APPLICANTS (NEW OR TRANSFER STUDENTS)

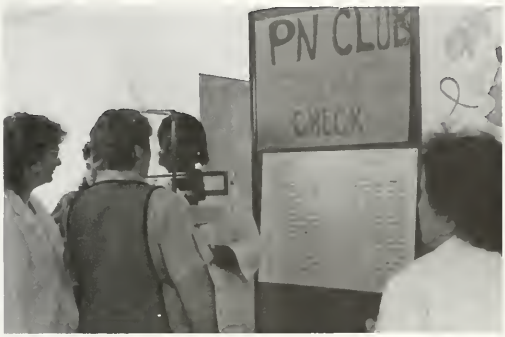
Applicants pursuing a vocational program or a technical specialty program, which is usually one year or less in duration and leads to either a diploma or a certificate, are required to meet the following requirements:

1. Be a graduate from an accredited high school or have the equivalent (GED);
2. Submit a completed application for admission to the Admissions Office;
3. Request that an official high school transcript or GED score report and, if applicable, official transcripts from colleges previously attended be mailed directly to the Admissions Office; and
4. If required, take the college's Placement Test Battery as scheduled by the Admissions Office. When a program requires applicants to take the Placement Test Battery, applicants will be informed and scheduled upon receipt of their application for admission in the Admissions Office.

ADMISSION REQUIREMENTS FOR NURSING PROGRAM APPLICANTS (NEW OR TRANSFER STUDENTS)

Applicants for the Associate Degree Nursing program or the Practical Nursing program are required to meet the following requirements:

1. Be a graduate from an accredited high school or have the equivalent (GED);
2. Submit a completed application for admission to the Admissions Office;
3. Request that an official high school transcript or GED score report and, if applicable, official transcripts from colleges previously attended be mailed directly to the Admissions Office;
4. Take the college's Placement Test Battery as scheduled by the Admissions Office; and
5. Make at least the minimum test scores as established for the respective programs on the college's Placement Test Battery;



6. Submit a medical history and two appraisals attesting to personal character and past work experience;
7. Participate in a personal interview/conference with the nursing faculty as scheduled by the Admissions Office; and
8. Have satisfactory emotional and physical health.

Each applicant must satisfactorily pass a physical exam after being accepted and prior to entering a program. The physical exam may include psychological testing as well as physical assessment. The tuberculin skin test, RPR, diabetic screening tests, Rubella Titer, and hemoglobin test are required as part of the physical examination. Any student who has an existing health problem, either physical or emotional, must be seeking correction and have a written plan of treatment for the condition on file in the student's folder located in the appropriate nursing director's or supervisor's office. A routine dental examination and plan of treatment for dental problems are also required. Any pregnant student may continue in a program as long as she feels able and has a written consent from her doctor on file in the student's folder located in the appropriate nursing director's or supervisor's office.

Although there is no application deadline for the Associate Degree Nursing or Practical Nursing programs, it is recommended that applicants apply by January of the year in which they wish to enter. The screening process normally begins in January of each year for that September's class. When qualified applicants outnumber the spaces in the program, the selection process will be competitive. Additional information on the admission requirements and on procedures for health career programs may be obtained by writing or calling the Admissions Office.

ADMISSION REQUIREMENTS FOR NURSING ASSISTANT PROGRAM APPLICANTS (NEW OR TRANSFER)

Applicants for the Nursing Assistant program are required to meet the following requirements:

1. Be a graduate from an accredited high school or have the equivalent (GED);
2. Submit a completed application for admission to the Admissions Office;
3. Request that an official high school transcript or GED score report and, if applicable, official transcripts from colleges previously attended be mailed directly to the Admissions Office; and
4. Take the college's Placement Test Battery scheduled by the Admissions Office.

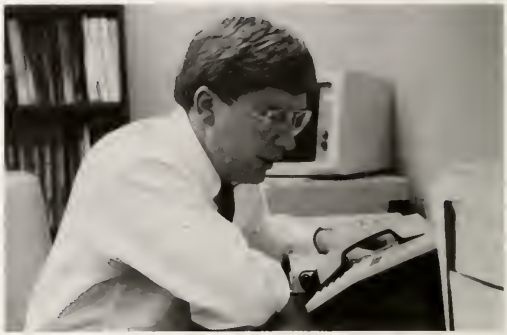
After taking the Placement Test Battery, applicants will be ranked in descending order based on the reading comprehension level achieved on the Nelson-Denny Test. In the event of a tie, applicants will be ranked based on the total weighted score of the English and math placement tests.

Applicants will be accepted into the program in descending rank until the enrollment limit is reached for a particular class. The remaining applicants will be placed on a waiting list. Applicants failing to register when notified of acceptance will be moved to the bottom of the waiting list. Applicants on the waiting list should be encouraged to complete Developmental Education course work and then retest to help improve their rank.

ADMISSION REQUIREMENTS FOR COSMETOLOGY PROGRAM APPLICANTS (NEW OR TRANSFER STUDENTS)

Applicants for the Cosmetology program are required to meet the following requirements:

1. Be a graduate from an accredited high school or have the equivalent (GED);
2. Submit a completed application for admission to the Admissions Office;



3. Request that an official high school transcript or GED score report and, if applicable, official transcripts from colleges previously attended be mailed directly to the Admissions Office;
4. Take the college's Placement Test Battery as scheduled by the Admissions Office;
5. Complete the above requirements by May 1 to be considered for admission to the program during the subsequent academic year; and
6. Participate in a group interview/orientation with the Cosmetology faculty as scheduled by the Admissions Office.

Cosmetology applicants with completed admissions files on May 1 will shortly thereafter be sent written notification from the Admissions Office of the time, date, and location of their Cosmetology interview/orientation. Applicants completing the interview/orientation process will be ranked in descending order based on the reading comprehension level achieved on the Nelson-Denny Test. In the event of a tie, applicants will be ranked based on the total weighted score of their English and math placement tests.

Applicants will be accepted into the program in descending rank until the enrollment limit is reached for a particular quarter. Remaining applicants will be placed on a waiting list. Applicants failing to register when notified of acceptance will be moved to the bottom of the waiting list. Any applicant remaining on the waiting list after the enrollment limit is reached for spring quarter must reapply to be considered for admission to the program during the subsequent academic year. Applicants on the waiting list may complete developmental course work and then retest to help improve their rank.

ADMISSION REQUIREMENTS FOR BASIC LAW ENFORCEMENT TRAINING PROGRAM APPLICANTS (NEW OR TRANSFER STUDENTS)

Applicants for the Basic Law Enforcement Training program are required to meet the following requirements:

1. Be a graduate from an accredited high school or have the equivalent (GED);
2. Be 20 years of age before the date of registration for the class (Special exceptions may be made if the applicant will turn 20 years of age before the end of the class.);
3. Submit a completed application for admission to the Admissions Office;
4. Request that an official high school transcript or GED score report and, if applicable, official transcripts from colleges previously attended be mailed directly to the Admissions Office;
5. Take the college's Placement Test Battery as scheduled by the Admissions Office;
6. Make at least the minimum test scores as established for the program on the college's Placement Test Battery;
7. Satisfactorily pass a criminal background review;
8. Have a document attesting to sponsorship by a law enforcement agency submitted directly to the Admissions Office; and
9. Have a satisfactory physical exam after being accepted and prior to entering the program.

TRANSFER STUDENTS

Upon receipt of official transcripts from all colleges previously attended, the Registrar evaluates courses completed and applies credit toward the program being

pursued at College of The Albemarle. Credit is given for a "C" or better on courses completed at institutions accredited by regional agencies if the course work parallels course work offered by College of The Albemarle.

Although there is no limit to the number of transfer credits accepted by the college, of the last 45 hours of course work completed for a degree, 36 hours must be completed at College of The Albemarle. Grades earned at and transferred from other colleges will not be used to determine cumulative grade point averages or honors for graduation from College of The Albemarle.

Students who are not eligible to return to the institution they last attended may be admitted to College of The Albemarle on conditional status; however, students' program selection and placement responsibility reside with the Dean of Student Development or the Dean of Student Development's designee.

HIGH SCHOOL STUDENTS

High school students who are at least 16 years of age and who are enrolled in high school may be admitted to appropriate courses under the following conditions: (1) the local board of education has approved a dual enrollment policy for high school students; (2) the student's program of study is approved by the high school principal and the college's Assistant Dean, Admissions; and (3) the high school principal certifies that the student is taking at least three high school courses and is making appropriate progress toward graduation.

High school students may not displace adults and, thus, will be admitted on a space-available basis. Once admitted, however, high school students will be considered as regular college students receiving the same credits. High school students who are at least 18 years of age may take courses without the approval of local public school personnel.

Tuition is not charged high school students who are taking courses at the college through cooperative agreements with area high schools or through dual enrollment provisions. High school students who take curriculum and/or continuing education courses at the college and do not do so through cooperative agreements or dual enrollment provisions are required to pay tuition and fees.

Under special circumstances, the college may be requested to enroll a limited number of gifted secondary students who are under the age of 16. Such requests should be directed to the Assistant Dean, Admissions and may be approved with the consent of the appropriate college instructors, provided space is available. Students are further required to have the written approval of their principal or superintendent. These students are also exempt from paying tuition and fees, and they receive no institutional credit in these cases.

AUDITING COURSES

Students who wish to audit courses must follow the usual procedure for registration and must state their intentions to audit courses when they register. Students auditing courses receive no credit but are expected to attend classes regularly and to participate in class discussions. They are also encouraged to do all work and assignments expected of regularly enrolled students. In addition, they are responsible for observing the same regulations concerning attendance and behavior as students registered for credit.

Students auditing courses will be charged the same tuition as students taking courses for credit. Anyone taking only audit courses will not be charged an activity fee.

DIRECTED STUDY

Students who desire to register for Directed Study, sometimes referred to as independent study, are required to have a grade point average of 3.0 or higher

on all work attempted at the college. Students are responsible for initiating, consulting, and obtaining the appropriate faculty-staff signature on the Request for Directed Study Form before the last day of the scheduled period in which students may drop and add courses in the quarter. Directed studies will be granted only in the student's last quarter of enrollment for the following reasons:

1. When only one section of a class is being taught; thus, resulting in a conflict for a student who must have the course to graduate or to transfer from College of The Albemarle.
2. When the needed class is not being taught and the student must have the course to transfer to another institution or to graduate from College of The Albemarle.

The completed Request for Directed Study Form must accompany the student's completed Registration Form, which includes the Directed Study course. Forms are available in the Dean of Student Development's Office, and students should first consult the Dean of Student Development before beginning the process. Students should note Directed Study courses are not the normal or preferred means of instruction for community college students. They are approved only as previously detailed.

PLACEMENT TEST BATTERY

Upon receipt of the application for admission, the Admissions Office will schedule the applicant for the Placement Test Battery. The Placement Test Battery is comprised of the following three tests:

1. The Nelson-Denny Reading Test, designed to measure reading ability in terms of vocabulary and comprehension;
2. The English Proficiency Test, designed to test knowledge of English grammar; and
3. The Math Skills Test, designed to evaluate strengths and weaknesses in fundamental math and algebra skills.

Test results are mailed to applicants within one week after taking the Placement Test Battery. A written explanation of scores and of course placement is also included. Student Development counselors use Placement Test Battery results to assist students with course planning.

COLLEGE BOARD ADVANCED PLACEMENT TESTS

The college recognizes satisfactory scores on the Advanced Placement (AP) tests for course placement and degree credit. Students taking AP tests should have score reports sent directly to the Admissions Office. Upon receipt of official Advanced Placement score reports, the Registrar evaluates courses completed and applies credit toward the program being pursued at College of The Albemarle. Questions concerning score requirements and credit should be directed to the Registrar.

Information about any College Board test and an application for a specific test may be received by requesting in writing to the Educational Testing Service, Box 592, Princeton, New Jersey 08504 or Box 025, Berkeley, California 94707. Applicants are urged to apply for test dates six to eight weeks before the actual test dates.

CREDIT FOR MILITARY SCHOOLS

The college grants credit where applicable for military service schools in accordance with the recommendations of the American Council on Education's *Guide to the Evaluation of Educational Experiences in the Armed Services.* Recommended credit must be consistent with the requirements and objectives of a curriculum in order to be granted. Students wishing to have military school records evaluated for credit should contact the Registrar to determine the appropriate

military document required. Upon receipt of the required document, the Registrar will evaluate schools completed and apply appropriate credit toward the program being pursued at College of The Albemarle. Questions concerning credit for military schools should be directed to the Registrar.

ORIENTATION FOR NEW AND TRANSFER STUDENTS

The required orientation program is designed to introduce students to their new environment and to acquaint them with the policies and regulations of the college. Assemblies, lectures, and small group discussions are held to assist students in adjusting to college life.

REGISTRATION

College of The Albemarle usually has a registration period prior to the first day of classes for each quarter. Tuition and fees are due and payable on the day students register. Only students who have received financial aid award letters indicating payment will be made on Payday 1A and who have registered during the early registration dates may have their tuition and fees taken from their financial aid. Late registration is permitted through the first week of classes for each quarter, and two days of late registration are permitted for the summer mini-quarters. Applicants may register for classes their first quarter with incomplete admissions files. After their initial quarter of enrollment, students with incomplete admissions files may not register for a subsequent quarter until their files are complete or until they receive special permission from the Assistant Dean, Admissions.

Students must pay any past due accounts owed to the college before permission to register may be given.

Students who are eligible for veteran's educational benefits should see the college's Veterans Affairs Officer (Registrar) for special conditions concerning enrollment certification for initial enrollment to College of The Albemarle.

FEES AND EXPENSES

Students who enroll in curriculum classes are subject to the following tuition and fee rates:

Tuition for In-state Residents
$8.75 per quarter hour or
$105 maximum per quarter
Tuition for Out-of-state Residents
$81.75 per quarter hour or
$981 maximum per quarter
Student Activity Fee (12 or more quarter hours)
Fall Quarter-$10
Winter Quarter-$9
Spring Quarter-$9

Tuition is subject to change by the North Carolina State Board of Community Colleges and is waived for persons 65 years of age or older.

Military personnel stationed in North Carolina and their dependents are eligible for in-state tuition.

All tuition and fees are due and payable at the time of registration.

Any past accounts owed to the college must be paid before permission to register may be given.

The cost of books and supplies, while varying according to the courses of study, should total approximately $250 per year, with the major expense occurring in the fall quarter.

Candidates for graduation will be charged a fee to cover costs of the diploma, invitations, and cap and gown purchase. This fee is non-refundable.

All full-time and part-time students enrolled in curriculum programs are required to pay an activity fee as applicable. For full-time students, the fee shall be $10 in the fall quarter and $9 per quarter in the winter and spring quarters. Part-time students shall pay a student activity fee of $5 during each of the fall, winter, and spring quarters. Senior citizens, full-time College of The Albemarle employees, and students who audit classes shall be exempt from paying activity fees. Activity fees entitle students to admission to many college-sponsored activities. When the yearbook is published, full-time students who have been enrolled three consecutive quarters will be given yearbooks without charge.

PHYSICAL EDUCATION ACTIVITY COURSE FEES

PED 204 *Bowling.* A nominal lane fee is charged for each game.

PED 206 *Golf.* A nominal greens fee is charged for each game played at local golf courses.

RESIDENT STATUS FOR TUITION PAYMENT

North Carolina law G.S. 116-143.1 on this subject states:

To qualify as a resident for tuition purposes, a person must have established legal residence (domicile) in North Carolina and maintained that legal residence for at least 12 months immediately prior to his or her classification as a resident for tuition purposes. Every applicant for admission shall be required to make a statement as to his or her length of residence in the State.

To be eligible for classification as a resident for tuition purposes, a person must establish that his or her presence in the State currently is, and during the requisite 12-month qualifying period was, for purposes of maintaining a bona fide domicile rather than of maintaining a mere temporary residence or abode

incident to enrollment in an institution of higher education.

An individual shall not be classified as a resident for tuition purposes and, thus, not rendered eligible to receive the in-state tuition rate, until he or she has provided such evidence related to legal residence and its duration as may be required by officials of the institution of higher education from which the individual seeks the in-state tuition rate.

When an individual presents evidence that the individual has living parent(s) or court-appointed guardian of the person, the legal residence of such parent(s) or guardian shall be prima facie evidence of the individual's legal residence, which may be reinforced or rebutted relative to the age and general circumstances of the individual by the other evidence of legal residence required of or presented by the individual; provided, that the legal residence of an individual whose parents are domiciled outside this State shall not be prima facie evidence of the individual's legal residence if the individual has lived in this State the five consecutive years prior to enrolling or re-registering at the institution of higher education at which resident status for tuition purposes is sought.

Regulations concerning classifying students by residence for tuition purposes are set forth in detail in *A Manual to Assist the Public Higher Educational Institutions of North Carolina in the Matter of Student Residence Classification for Tuition Purposes.* Copies of the manual are available on request in the Dean of Student Development's office and in the Learning Resources Center.

All new students applying for admission must respond on their respective applications to certain questions which are related to residence classification. The Assistant Dean, Admissions is responsible for evaluating these responses and initially classifying students accordingly. In questions concerning residence status and appeals of initial residence classifications, students are advised to consult the Dean of Student Development.

INSURANCE

College of The Albemarle assumes no responsibility for student injuries or losses. An opportunity will be provided at the time of registration for all full-time students to obtain accident insurance.

Students are given an opportunity to purchase accident insurance when they register. The college strongly recommends that students who enroll in occupational programs or who plan to take physical education activity courses purchase accident insurance.

All students enrolling in Associate Degree Nursing and Practical Nursing programs are required to have malpractice insurance. Such insurance may be purchased through the college's Business Office.

REFUNDS AND TUITION CREDITS

Tuition refunds shall not be made unless the student is, in the judgment of the institution, compelled to withdraw from the college for unavoidable reasons. In such cases, two-thirds of the student's tuition may be refunded if the student withdraws within 10 calendar days after the first day of classes. Tuition refunds will not be considered after that time. Tuition refunds will not be considered for tuition of $5 or less unless a course or curriculum is not offered, in which case all tuition shall be refunded. Students forfeit all refunds for failure to adhere to proper withdrawal procedures.

All fees, including student activity fees, are non-refundable unless the student withdraws before the first day of class. Fees are non-refundable after classes begin and are forfeited upon withdrawal from the college; however, fees are refunded whenever a class is can-

celed by the college and the student registered only for the canceled class.

Petitions for refunds and credits must be made in writing to the Dean of Student Development within 10 calendar days of the official date of withdrawal. Forms for this purpose are available in the Student Development Office. Reasons for withdrawal will be considered unavoidable when circumstances beyond the student's control affect the student's life and livelihood to such an extent that continued enrollment is impossible. Matters of personal convenience or preference are not considered unavoidable reasons.

When students who have paid the required tuition withdraw from the college before the end of the quarter and the reasons for withdrawal are found unavoidable by the college, the students may be allowed credit for unrefunded tuition if they apply for readmission during any of the next four calendar quarters and petition in writing to be allowed such credit. Students forfeit all credits for failure to adhere to proper withdrawal procedures.

TRANSCRIPT OF RECORDS

A record of academic credit earned at College of The Albemarle will be sent to any person or agency when requested by the student in writing, provided all accounts with the college have been settled satisfactorily. There is no charge for transcripts.

FINANCIAL AID

The philosophy at College of The Albemarle is that any individual who wishes to attend the institution should not be deprived of this privilege due to a lack of financial resources. Although the primary responsibility for financing an education remains with students and their families, College of The Albemarle participates in programs designed to supplement the family contribution when there is documented student financial need. Financial aid consists of grants, loans, scholarships, campus employment, or any combination of these as determined by the policies of the Financial Aid Office and the U.S. Department of Education.

APPLICATION PROCEDURE

To apply for financial assistance, students should complete the following forms which may be obtained from the Financial Aid Office:

1. **American College Testing Family Financial Statement (ACT FFS)**
   In completing the FFS, the student and family should provide information from their federal and state income tax forms for the preceding calendar year. The form should be completed as soon as possible after January 1 and mailed to ACT, Student Needs Analysis Services. The fee charged by ACT provides the college with a needs analysis which is used in awarding all federal funds except the Pell Grant.
   When students complete the FFS and send the appropriate fee, they automatically apply for the following:
   Pell Grant
   Supplemental Educational Opportunity Grant (SEOG)
   Perkins Loan (formerly NDSL)
   College Work-Study (CWS)
   N.C. Student Incentive Grant (NCSIG)
   NOTE: The college strongly recommends that students completing this form have it reviewed by a staff member from the Financial Aid Office before mailing.
2. **Financial Aid Transcript (FAT)**
   Students who attended other colleges prior to attending College of The Albemarle must have a FAT completed by the Financial Aid Office at each prior school whether or not the students received financial aid.
3. **COA Private Scholarship Applications**
   The college offers more than 80 scholarships to eligible students. Requirements for scholarships vary; however, the primary concerns are financial need, scholastic ability, a specified program of study, residence status, and participation in community activities. The scholarship application must be completed and submitted to the Financial Aid Office, located in room 123 of the A Building, before April 1.

REQUIRED FORMS FOR FINANCIAL ASSISTANCE

The following forms must be submitted to the Financial Aid Office for financial assistance:

1. All copies of the Student Aid Report (SAR), which are mailed directly to the students, notifying them of eligibility for the Pell Grant as a result of completing the ACT Family Financial Statement;
2. Financial Aid Transcripts from all former colleges attended;
3. Signed copies of students' and their parents' federal and state tax forms (if required for verification);

4. Financial Aid Needs Analysis which is sent directly to the college as a result of students completing and mailing the ACT Family Financial Statement; and
5. Other forms which may be requested for verification when students are selected.
   NOTE: The COA Scholarship Application form must be completed and submitted to the Financial Aid Office before April 1.

DEADLINES

The ACT Family Financial Statement must be completed and received at its destination before the dates listed below to be considered for certain awards:

(ACT)	N.C. Student Incentive Grant	March 15
(ACT)	Supplemental Educational Opportunity Grant	May 1
(ACT)	College Work-Study	May 1
	COA Scholarship Application	April 1

FEDERAL AND STATE FUNDS AVAILABLE

Below are brief descriptions of federal and state financial aid programs available to COA students.

Pell Grant

Pell Grants are awards which assist undergraduates in paying for their education after high school. The Pell Grant program is the largest federal student aid program. For many students, these grants provide a "foundation" to which other federal and non-federal assistance may be added. Unlike loans, grants do not have to be paid back.

Supplemental Educational Opportunity Grant (SEOG)

Students who receive the Pell Grant may be eligible for the Supplemental Educational Opportunity Grant. This federal program does not require employment or repayment. The amount of the grant is based on students' financial needs and the minimum award is $200. To be eligible for SEOG, students' financial aid folders should be completed by May 1.

North Carolina Student Incentive Grant (NCSIG)

Administered by College Foundation, Inc., this grant is provided to students who are legal residents of North Carolina accepted for enrollment or enrolled full time in good standing in an undergraduate program of study in an eligible college, university, community college, technical, or vocational school in North Carolina. Students must demonstrate financial need as determined through a needs analysis. March 15 is the deadline for requesting the NCSIG.

Perkins Loan (formerly NDSL)

This federally-funded loan may be available to eligible students who have a remaining need to meet their school budget. Amounts up to $1,500 a year or a total of $3,000 while enrolled at College of The Albemarle may be awarded to students who show their eligibility. The interest on the Perkins Loan is 5 percent and payments do not begin until six months after the student separates from the college. Students sign a promissory note and are responsible for repayment of their loan. Severe penalties may be encountered if students default on loan payments. Certain deferments and cancellations are available to borrowers.

Stafford Loan (formerly Guaranteed Student Loans)

Under this program, students may borrow as much as $2,625 a year. Repayment of principal and interest at 8 percent begins nine months after students have ceased their course of study.

College Work-Study (CWS)

The College Work-Study program enables eligible students to help pay college expenses while attending classes full time. Students participating in the program are employed in the library, laboratories, administrative and faculty offices, and various departments of the college. Interested students should complete a CWS application.

PRIVATE SCHOLARSHIPS

College of The Albemarle offers more than 80 private scholarships each year ranging from $50 to $1,500 each and totaling more than $68,000 awarded annually. To apply for scholarships, students may obtain application forms from the Financial Aid Office. Application forms indicating the scholarships for which students are eligible must be returned by April 1. Most scholarships are awarded during the summer months, and the first award payments are made during the following fall quarter.

Listed below are the scholarships available, as of the publication of this catalog, to eligible applicants:

Albemarle Hospital Volunteer Services, Inc. Scholarship
Albemarle Unit 463 Woodmen of the World
American Legion Auxiliary #288 Scholarship
Automotive Mechanics Scholarship
Mr. and Mrs. Charles Camden Blades and Dr. and Mrs. Julian W. Selig, Sr. Scholarship
Anna W. and Clifford E. Bair Music Scholarship
Alexandra Boada Scholarship
Melvin W. Bright Scholarship
Carolina Telephone Technical-Vocational Scholarship
Raleigh Carver Scholarship
Chief Petty Officers Association of Elizabeth City, NC, Scholarship
John and Beth Childers Nursing Scholarship
Chowan Hospital Scholarship/Loan
Cosmopolitan Club of Elizabeth City Scholarship
James T. Connolly Memorial Scholarship
Harriette M. Crump Scholarship
Dare County Restaurant Association Scholarship
Dare County Teaching Scholarship
Elizabeth City Junior Woman's Club Scholarship
Elizabeth City Business and Professional Women's Club Scholarship
Elizabeth City Morning Rotary Club Scholarship
Elizabeth City Woman's Club Scholarship
Elsie Edwards Memorial Scholarship
Edna Fenstamacher Nursing Scholarship
College of The Albemarle GED Award
Bess T. and P.P. Gregory Scholarship
Jean McCammond Hislop Memorial Scholarship
Selma Harris James Scholarship
Jaquelin Jenkins Scholarship for Visual Arts
T.L. McClellan Memorial Scholarship Association
George Dixon McKecuen Scholarship
Jule C. Modlin Scholarship
Brenda Holt Muir Nursing Scholarship
Norman L. Norfleet Memorial Scholarship
North Carolina Community College Scholarship
Home Builders Association of Northeastern North Carolina Scholarship
Nurse Scholars Program
Nurse Education Scholarship Loan Program (NESLP)
Outer Banks Mortgage Lenders Association Scholarship
Outer Banks Home Builders Association Scholarship
Dr. Zack D. and Martha Anderson Owens Nursing Scholarship
Pasquotank County Extension Homemakers Club Scholarship

Glenn W. and Treva P. Pendleton Scholarship
Phi Theta Kappa Scholarship
President's Foundation Scholarship
Mary and Zack D. Robertson, Sr. Scholarship
Charles O. Robinson, Sr. Scholarship
Eloise Robinson Scholarship
Carrie M. Roebuck Scholarship
Thomas G. Skinner Memorial Scholarship
Lois Asbell Stokes Memorial Scholarship
Veterans of Foreign Wars, W.C. Jackson Post 6060 Scholarship
VFW Ladies Auxiliary Post 6060 Scholarship
Wachovia Technical Scholarship
Charles W. Ward, Jr. Occupational Education Scholarship
Grover Clyde White Scholarship
Robert Jennings White Scholarship
George J. Winslow Scholarship
Leigh Winslow, Sr. Scholarship
Jerry S. Wright, Sr. Business Scholarship

AWARD PROCEDURE

The amount of aid for which students are eligible is determined by the Assistant Dean, Student Financial Aid and is based upon the analysis report which shows the income and assets of the family, the number of dependent children in the family, the earnings and assets of the student, and the remaining need.

Students who notify the Financial Aid Office that they are applying only for a Pell Grant will be notified of the award soon after all copies of the Student Aid Report are submitted to the Financial Aid Office in the following circumstances:

1. The college has received its official allocation from the Education Department; and
2. The payment schedule, from which the amount of the award is determined, has been published by the U.S. Education Department.

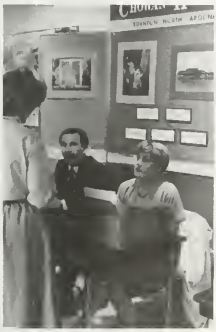
If the college has not received its official allocation or the payment schedule has not been published by the time the Student Aid Report is submitted to the Financial Aid Office, students will be notified soon after the allocation and payment schedule are received.

ELIGIBILITY REQUIREMENTS

Financial aid is awarded primarily on the basis of need. In addition, financial assistance depends on availability of financial resources. To be considered for financial aid, applicants must meet these criteria:

1. Be enrolled or accepted for enrollment in a degree or diploma program at College of The Albemarle on at least a half-time basis;
2. Be a United States citizen or a national or permanent resident of the United States;
3. Be an undergraduate student who has not previously received a bachelor's degree;
4. Demonstrate financial need;
5. Demonstrate evidence of academic or creative promise;
6. Be making satisfactory progress in the course of study being pursued; and
7. Not be in default on a Perkins Loan (formerly NDSL) or a Stafford Loan (formerly Guaranteed Student Loan) and not owe a refund of federal funds at any institution.

If students qualify for financial aid, they will receive an award letter during the summer months. Students should answer the appropriate questions on the award letter and return it *immediately* to signify acceptance of the award. If the aid is not suitable for students' needs, they should make appointments with the Assistant Dean, Student Financial Aid for consultation.



PAYMENT SCHEDULE

Students who have received their financial aid award letters with payment indicated on Payday 1A and who register during the early registration dates may have their tuition and fees taken from their financial aid if the amount of financial aid is sufficient to cover tuition and fees. Students' folders must be complete before award letters are written.

SATISFACTORY ACADEMIC REQUIREMENTS

To receive or renew financial assistance (NCSIG, Pell Grant, SEOG, CWS, Perkins Loan, or Stafford Loan), students must maintain the minimum grade point average consistent with the number of hours attempted as listed below:

Credit Hours Attempted	Minimum GPA
1 - 16	1.00
17 - 32	1.25
33 - 48	1.50
49 - 64	1.75
65 - 80	1.90
81 and above	2.00

See the *Financial Aid Student Consumer Information Guide* for further details.

All students receiving financial aid whose grade point average falls below 2.0 ("C") are requested to apply for the Student Support Services program.

MEASURABLE TIME PROGRESS REQUIREMENTS

U.S. Department of Education regulations require students to complete their degree by a time frame established by the institution. The increment requirements are measured at least once a year, usually after the spring quarter, to determine if students will be eligible for financial aid for the following fall quarter. Students meeting the increment requirements will be eligible to receive financial aid. A scale showing the measurable time progress requirements by credit hours for full-time students follows. A schedule for three-quarter or one-half time students may be found in the *Financial Aid Student Consumer Information Guide.*

Quarter at COA	Credit Hours for Full-Time Student	
1st	8	
2nd	8	16 cumulative
3rd	8	24 cumulative
4th	8	32 cumulative
5th	8	40 cumulative
6th	8	48 cumulative
7th	8	56 cumulative
8th	8	64 cumulative
9th	8	72 cumulative
10th	8	80 cumulative
11th	8	88 cumulative
12th	8	96 cumulative
13th	8	104 cumulative

REMOVAL AND REINSTATEMENT

Any student whose grade point average (GPA) drops below the GPA satisfactory academic requirements or the measurable time progress requirements will be removed from financial assistance the following quarter and will not be eligible for further financial aid until a 2.0 GPA (with a minimum of six credit hours) has been maintained for each quarter thereafter or until the student's overall GPA is within the satisfactory academic requirements scale and the measurable time progress requirements scale. Financial assistance may be reinstated the quarter following demonstration of satisfactory academic progress and time progress.

STUDENT DEVELOPMENT

College of The Albemarle offers a comprehensive program of student development services designed to aid students in meeting the challenges of college life and to provide students with opportunities to maximize self-understanding and personal growth as well as develop intellectual and social skills.

GUIDANCE AND COUNSELING

Educational, vocational, and personal guidance and counseling are available to all students through the following sources: Student Development counselors, faculty, and agencies with which the college has contracted to provide student assistance.

Student Development counselors provide admissions counseling designed to assist students in identifying programs of study and selecting courses for which they are best suited and which lead toward attaining their educational objectives. Counselors and advisors continue to work closely with students after they are enrolled to insure that their educational program is implemented and that they are making satisfactory progress toward accomplishing their educational goals. Qualified counselors are also available for personal and social counseling.

A Student Assistance and Intervention Program is provided by Tidewater Psychiatric Institute for College of The Albemarle students. This program supplements the college's counseling services by providing off-campus, short-term services at no charge. Students may call (919) 335-2085 for 24-hour confidential help or may speak with a college instructor or counselor to be referred for counseling services.

Since the college offers college transfer education, many students frequent the counselors' offices to discuss transfer admission requirements at senior institutions. Although the counselors and advisors assume the responsibility to be cognizant of transfer admission requirements, it is the direct responsibility of students to contact the senior college or university to determine requirements for transfer and, thus, verifying the information obtained from counselors and advisors.

Faculty members post regular office hours indicating when students and prospective students may seek advisement and consultation.

ADVISEMENT SYSTEM

Within the first few weeks of each quarter, Student Development personnel assign all day students enrolled in a curriculum program to an advisor who is either a full-time faculty member or a Student Development counselor. Most students are assigned to an advisor who teaches in their selected program area. Exceptions are developmental education students, evening students, and undecided students. Students who place in Developmental Education classes are usually assigned to a Developmental Education faculty member. Evening students are referred to the Director of the Evening Program or to the Student Development counselors while undecided students are assisted by the Student Development counselors. Dare County Campus students consult the Dare County Campus faculty and counseling staff for advisement.

The academic advisor's role is to assist students in the decision-making process of selecting courses to take each quarter which are consistent with the student's educational objective, whether this objective is technical, vocational, or college transfer in nature. As a part of this process, the advisor actually enters the individual courses to be taken on each student's registration form along with certain other demographic data.

The advisor maintains contact with the student throughout the student's enrollment at the college and

until the student withdraws or completes the program of study. The advisor is consulted by the student when any of the following occurs: (1) registering for classes, (2) adding or dropping classes, (3) withdrawing from college, and/or (4) planning for graduation from College of The Albemarle or planning for transferring to another educational institution. In addition, when making recommendations to the student about courses and course load, the advisor is cognizant of the student's goals, educational plans, and GPA.

Problems such as career guidance, helping a student develop a positive self-image, and other matters such as residence classification are usually referred to Student Development *unless* advisors feel confident they can lead the student toward solving the problem and have the time to do so.

Students are responsible for contacting their advisor upon receiving their advisor assignment from the Registrar. Furthermore, students must assume responsibility for insuring that they know the requirements for the degree or program they are pursuing at College of The Albemarle. If transferring to another educational institution is the student's plan, then the student bears an additional responsibility of ascertaining and knowing what is required at the four-year college or university to which the student later plans to transfer. The student must also accept the responsibility that the classes registered for are ones which will be *retained* by the student for the *duration* of the quarter.

Advisors should be considered students' main link with the college because advisors are a valuable resource for information, advice, and direction. For this reason, students are encouraged to visit with their advisor numerous times during the quarter in order to gain maximum benefit from their college experience.

Additional information on the advisement system may be obtained from the *Advisement Handbook* available from each advisor or from the Dean of Student Development, who is responsible for the program.

INFORMATION SERVICE

Information pertaining to occupations, educational opportunities, and social concerns is available to students and prospective students from the Student Development counselors. Also, the Student Development Office coordinates with the Director of Public Relations and Communications and the faculty in developing and distributing printed materials pertaining to curriculum courses and programs (i.e., catalog, program brochures, and general information booklets).

TESTING AND ACADEMIC PLACEMENT

All students who enroll in a two-year program of study, those who enroll in some one-year diploma programs, and those who have earned 12 to 15 credit hours at the college but are uncertain of a program of study are required to take a Placement Test Battery. Students who score below the designated cut-off scores on the English, math, or reading tests will be enrolled in Developmental Education courses for indicated course work. Students must successfully complete this course work prior to enrolling in specific courses or programs. The Admissions Office has a schedule of testing times and dates. Testing is also conducted on orientation day of each quarter except for during the summer quarter.

The counseling staff at College of The Albemarle is qualified to administer and interpret a variety of group and individual tests. In addition to placement testing, students have the opportunity to take interest, personality, and aptitude measurements as needed during their studies at College of The Albemarle. Students should see the Assistant Dean, Counseling and Placement for testing information.

CAREER RESOURCES CENTER

College of The Albemarle maintains a Career Resources Center which contains information regarding approximately 3,000 colleges and schools, 20,000 occupations, and national labor trends. The Career Resources Center also has self-appraisal guides, interest inventories, and career planning materials for student use. Information on how and where to look for jobs, how to prepare resumés, and effective interviewing techniques is also provided. The Assistant Dean, Counseling and Placement is available for counseling and for assistance in using these career resource materials.

EDUCATIONAL AND JOB PLACEMENT

College of The Albemarle attempts to provide both educational and job placement assistance for its students. Student Development counselors and faculty advisors assist college transfer students in gaining admission into senior colleges and universities to complete their baccalaureate program. The Placement Office sponsors a College Day each February for admissions counselors from four-year institutions to visit College of The Albemarle and provide transfer information to students.

Students who do not plan to continue their education are urged to register with the Assistant Dean, Counseling and Placement six months prior to their graduation date, regardless of whether or not they plan to seek employment immediately upon graduation. In addition to job placement assistance, the Assistant Dean, Counseling and Placement regularly trains students in successful job-seeking skills.

Current job listings are posted in the Placement Office and on bulletin boards around campus. Names and addresses of North Carolina and Tidewater Virginia employers are also available. The Placement Office also sponsors a Career Day for prospective employers to discuss potential job opportunities and employment trends with students.

Students desiring employment are recommended to prospective employers in business and government and are notified of vacancies which exist. Upon the request of a prospective employer and the approval of the student, the student's credentials (personal data, references, and college transcript) are sent to the employer by the Placement Office. Students registered in the Placement Office are eligible for interviews with recruiters who visit the campus seeking applicants for jobs.

Students seeking curriculum-related, part-time employment while attending College of The Albemarle should contact the Director of Cooperative Education. Students can receive academic credit in their major course of study while earning money through the Cooperative Education program.

There is no charge for any of the services available through the Placement Office.

STUDENT SUPPORT SERVICES

Student Support Services is a federally-funded program which serves students with academic potential who are economically disadvantaged and/or first-generation college students and students with learning disabilities or physical handicaps. The program offers supportive services to this select group of students who may not otherwise show their true academic potential. Academic advisement, no-cost tutoring, child care services, assistance in applying for financial aid, personal development counseling, resource information and guidance, and cultural enrichment activities are facets of the program which increase the likelihood that students will successfully reach their college goals.

The tutorial program is a component of Student Support Services and is available to Student Support Services participants in all regular curriculum courses. The tutorial program is designed to help those students who

are having difficulty making satisfactory grades in any particular subject. Students recommended by instructors tutor those students in need of assistance. Students interested in the tutorial program should contact the Student Support Services Office or the program's Tutor Coordinator.

The child care program, also a component of Student Support Services, is a federally-funded project designed to meet the needs of single parents and/or homemakers who may not otherwise be able to attend classes. Depending upon the availability of funds, the college contracts with local child care providers who meet the standards of the Day Care Services Office to provide child care services to eligible Student Support Services participants enrolled in vocational and technical programs. Interested students should contact the Student Support Services Office or the program's counselor.

HEALTH SERVICES

Although the college does not have an elaborate system of health services, the Rescue Squad of Pasquotank County is available on call at no cost to the student in case of an emergency. First aid kits are also currently available in physical education faculty offices (room 152 of the C Building), the cashier/business office (room 129 of the A Building), the Community and Small Business Center (room 113 of the D Building), the maintenance offices, and certain laboratories. These locations are subject to change. The kits are available for student use; however, the college does not assume responsibility for the administration of first aid. The college's Policy and Procedure Manual includes information and procedures for handling accidents and emergencies which should be followed when they occur.

HOUSING

Many students from other counties and states desire to live in Elizabeth City while attending College of The Albemarle. No dormitory facilities are provided. Students must arrange their own living accommodations. The college does not assume responsibility for the acquisition, approval, or supervision of such housing; however, students desiring specific housing information may contact the Dean of Student Development and check bulletin boards on campus and in area businesses.

STUDENT ACTIVITIES

College of The Albemarle offers students the opportunity to participate in a number of extracurricular activities which enhance the educational experience. A variety of student interests are met through cultural events, recreational and athletic programs, club activities, and informative convocations. Students may also participate in government activities as elective and appointive Student Senate officers and senators. Through funds made possible by activity fees paid by full-time and part-time students, the Student Senate plans and directs many campus programs, including concerts, comedy entertainment, student-faculty sports competitions, exhibition fairs, dances, and COA Activity Day. In addition, the Student Senate lends financial support to student clubs, organizations, publications, intramurals, and fine arts events.

More than 20 clubs and organizations are active on the college's main and Dare County campuses. These include special interest groups such as the Art Club, Environmentalist Club, SADD, Biology Club, and Foreign Arts Club. Clubs related to curriculum studies, including the TEC Club, nursing clubs, and Cosmetology Club, are also active as is Phi Beta Lambda, the college's business fraternity.

Two performing groups, the COA Chorale and the COA Pops Band, welcome new members. The newly organized COAST (College of The Albemarle Student Theatre) Players also provides an opportunity for students to perform and produce plays in the college's Community Center Auditorium.

The student newspapers, *The Student Voice* at the main campus and *The Daily Dolphin* at the Dare County Campus; the yearbook, *Beacon*; and the campus literary magazine, *Argus*, are published by students. Working on these publications gives students an opportunity to explore their own creativity within the media arts as well as an opportunity to work in editing, advertising, and photography.

Membership in the college's national scholastic fraternity, Phi Theta Kappa, is by invitation to students who show high scholastic standing, character, leadership, and service while at College of The Albemarle.

The college also provides comprehensive drama and musical programs, a convocation series exploring a number of areas of student interest, and fine arts events designed to expose students, faculty, staff, and area residents to cultural art forms not usually available in Northeastern North Carolina.

The Department of Health and Physical Education offers a program of intramural sports. Participation in intramural sports is voluntary, and no college credit is awarded. Activities offered through the intramural program are correlated with those taught in the required physical education courses to provide students an opportunity to practice their skills in actual competition.

VETERANS AFFAIRS

Veterans are invited to take advantage of the student services and educational programs offered by the college. College of The Albemarle cooperates with the Veterans Administration (VA) and the North Carolina Department of Veterans Affairs in assisting veterans and dependents of disabled or deceased veterans. For information and application forms, students should contact local Veterans Affairs offices.

Most curriculum courses listed in the catalog are approved for veterans training, as are the GED high school equivalency programs. For information concerning approved courses, please contact the Registrar.

All veterans and/or dependents are urged to contact local VA offices or the North Carolina Department of Veterans Affairs offices at least one month prior to enrollment at College of The Albemarle. The Registrar should be contacted for general information concerning VA educational benefits at the time of initial enrollment at the college.

All general regulations contained in this catalog apply to all students. However, below are some special conditions for the enrollment of veterans and/or dependents of veterans.

1. Under laws and/or regulations governing institutions approved for training of veterans and/or dependents of veterans, certain documents must be on file prior to certification of enrollment for educational assistance purposes. NO ELIGIBLE PERSON WILL BE CERTIFIED UNTIL THE FOLLOWING DOCUMENTS ARE IN THE HANDS OF THE CERTIFYING OFFICIAL:
   a. Application for admission;
   b. High school transcript or its equivalent (GED); and
   c. Official transcripts of all previous education or training.
2. Changing Curriculum: Any deviation from an educational objective approved for VA benefits constitutes a change of program. A Request for Change of Program (VA Form 22-1995) must be filed with the VA at the beginning of the quarter in which the change is anticipated.
3. Address Change: The VA must be notified of any change of address to which assistance checks are mailed. Forms for this purpose are available from the Registrar's office.

4. Auditing Classes: The VA does not recognize auditing as part of a normal class load. Should a change to audit reduce the student's course load below the number of hours necessary to be considered a full-time student, the Registrar must notify the VA of such change; and assistance pay will be adjusted accordingly. The following is a chart for determining student status for payment purposes:

   Credit Hour Enrollment:

12 or more	—full time
9-11	—3/4 time
6-8	—1/2 time
less than 6	—tuition only

5. Class Attendance: Students are expected to attend all classes. When excessive absences cause disenrollment by the instructor, the Registrar must notify the VA of a reduced course load, which could affect assistance payments.
6. Withdrawals: Courses dropped after the official drop period (not to exceed 30 days, usually five days) which reduce the certified rate of pursuit could result in the reduction in rate of pursuit being retroactive to the beginning of the term. This applies particularly when a non-punitive grade is given by the instructor and no mitigating circumstances exist. Mitigating circumstances as defined by the VA include the following:
   a. Serious illness of the eligible veteran or person;
   b. Serious illness or death in the eligible veteran's or person's immediate family; or
   c. Immediate family or financial obligations which require a change in terms, hours, or place of employment which precludes pursuit of a course.
7. Special Restriction: Federal regulations prohibit the enrollment of an eligible veteran in any curricula for a period during which more than 85 percent of the students enrolled are having all or part of their tuition, fees, or other charges paid to or for them by the school, by the Veterans Administration, and/or by grants from any federal agency.
8. A veteran or other eligible person may not repeat any course for which credit has been granted and use those hours as a part of the VA certification.
9. The school will report unsatisfactory progress at the end of the second term of Conditional Status when the eligible person has failed to reach minimum academic standards. The eligible person will not be recertified until the overall GPA is within the Scale for Determining Satisfactory Academic Progress.

COLLEGE OF THE ALBEMARLE RESERVES THE RIGHT TO CANCEL ENROLLMENT CERTIFICATIONS OF ANY VETERANS AND/OR DEPENDENTS OF VETERANS NOT MAKING NORMAL PROGRESS TOWARD THE EDUCATIONAL OBJECTIVE APPROVED FOR THE VETERANS ADMINISTRATION BENEFITS AS DETERMINED BY APPROPRIATE COLLEGE OFFICIALS.

Records of progress are kept on both veteran and non-veteran students. Progress records are furnished to the students at the end of each scheduled school term.

STUDENT RIGHTS, RESPONSIBILITIES, AND REGULATIONS

College students are considered to be mature individuals. Their conduct, both on and off campus, is expected to be that of responsible adults in public places. Common courtesy and cooperation are the basic rules for conduct at the college. Students are required to know and follow the college regulations listed below.

1. Each student is held responsible for information published in the College of The Albemarle Catalog, Student Handbook, and announcements placed on student bulletin boards.

2. Dress of students and/or their guests should be appropriate for the school function involved.
3. Any and all actions or materials prohibited by federal, state, and city/county law are also prohibited on the college campus.
4. The playing of portable radios, tape recorders, and other similar equipment by students in halls, classrooms, labs, Student Center, and other common areas is prohibited. However, with the approval of an instructor, students may use tape recorders to record lectures and class discussions.
5. The use of skateboards on campus is prohibited.
6. Admittance to all social events will be by student identification cards.
7. No outside guests, other than a student's date, are allowed at college social events.
8. General misconduct by students and/or their guests at college functions will subject students to disciplinary action by the College Disciplinary Committee.
9. Under no condition will intoxicating liquor (defined as any beverage containing as much as one-half of one percent of alcohol), narcotics, illicit drugs, hallucinogens, barbiturates, or amphetamines be permitted in or on college property or at any off-campus, college-sponsored event. No student organization or club shall purchase, give away, or sell any aforementioned intoxicating beverage or substance. Anyone known to be under the influence of same is prohibited from the college property or from attending the off-campus, college-sponsored activity. In addition, the introduction, possession, sale, exchange, and/or use thereof is considered grounds for dismissal and possible legal action. Use of a drug authorized by a medical prescription from a registered physician shall not be considered a violation of this rule.
10. Students who negligently lose, damage, destroy, sell, or otherwise dispose of college property placed in their possession or entrusted to them will be charged for the full extent of the damage or loss and be subject to disciplinary action.
11. Students who engage in such acts as stealing, cheating, gambling, using profane language, engaging in personal combat, and possessing firearms or dangerous weapons on college property are subject to disciplinary action.
12. Cheating and plagiarism are those processes of utilizing as one's own another's work, words, or ideas. Those processes are not the mark of the competent college student; students who use them are subject to disciplinary action by the college.
13. Personal cleanliness and property cleanliness are important phases of training. Students will be expected to make use of the disposal containers in the halls, Student Center, shops, and classrooms.
14. No student shall possess or carry, whether openly or concealed, any gun, rifle, pistol, dynamite cartridge, bomb, grenade, mine, powerful explosive as defined in G.S. 14284.1, bowie knife, dirk, dagger, slingshot, leaded cane, switchblade knife, blackjack, metallic knuckles, or any other weapon of like kind, not used solely for instructional or school-sanctioned ceremonial purposes, in any college building or vehicle or other property owned, used, or operated by the college.
15. College of The Albemarle honors the right of free discussion and expression. That these rights are a part of the fabric of this institution is not questioned. It is equally clear, however, that in a community of learning, willful disruption of the educational process, destruction of property, and interference with the rights of others cannot be tolerated. Accordingly, it shall be the policy of the college to deal with such disruption, destruction, or interference promptly and effectively but also fairly

and impartially without regard to race, religion, sex, and political beliefs. Students interested in information concerning campus demonstrations are required to consult with the Dean of Student Development.

16. Any student who, with the intent to obstruct or disrupt any normal operation or function of the college or any of its components, engages or invites others to engage in individual or collective conduct which destroys or significantly damages any college property; which impairs or threatens impairment of the physical well-being of any member of the college community; or which because of its violent, forceful, threatening, or intimidating nature or because it restrains freedom of lawful movement or otherwise prevents members of the college community from conducting their normal activities within the college, shall be subject to prompt and appropriate disciplinary action which may include suspension, expulsion, or dismissal from the college.
    The following, while not intended to be inclusive, illustrate offenses which are regarded as obstructive and disruptive:
    a. Occupation of any college building or part thereof with intent to deprive others of its normal use;
    b. Blocking the entrance or exit of any college building or room therein with intent to deprive others of lawful access to or from, or use of, said building or corridor or room;
    c. Setting fire to or by any other means destroying or substantially damaging premises;
    d. Any possession or display of or attempt to threaten to use, for any unlawful purpose, any weapon, dangerous instrument, explosive, or inflammable material in any college building or on any college campus;
    e. Prevention of, or attempt to prevent by physical act, the attending, convening, continuation, or orderly conduct of any college class or activity or of any lawful meeting or assembly in any college building; and
    f. Blocking normal pedestrian or vehicular traffic on or into any college campus.

(Also see APPEALS OF SUSPENSION and CLASS ATTENDANCE POLICY.)

COLLEGE DISCIPLINARY COMMITTEE

The purpose of the College Disciplinary Committee is to hear charges against students accused by any member of the college community of infractions of rules or regulations applying to student behavior, to judge the guilt or innocence of students so charged, and to decide upon action to be taken against students judged to be guilty of such infractions.

The College Disciplinary Committee shall be composed of all current members of the Faculty Executive Committee, a student representative appointed by the current President of the Student Senate, the Dean of Student Development, and the Dean of Instruction. The Dean of Instruction serves as the chairperson and votes only in the event of a tie. The Dean of Student Development, as a representative of the student's interests, will be a non-voting member.

DISCIPLINARY PROCEDURES

Any student, faculty member, or administrator may file a written complaint against a student with the Dean of Instruction and may request that the College Disciplinary Committee be convened. The written charge(s) shall include the rule(s) or regulation(s) of student responsibilities, regulations, and conduct which allegedly have been violated. The following procedure will then be initiated:

1. The Dean of Instruction shall distribute copies of the complaint to the committee members and to the student against whom the complaint is lodged and set the time for the committee's meeting. The student's copy of the charges and alleged violations shall be handed to the student by the Dean of Instruction or the Dean of Instruction's designee or the copy may be mailed to the student's residence or last known residence.
2. The committee shall be the judge of whether sufficient time has elapsed for the accused to prepare for a defense.
3. If the student fails to appear at a scheduled hearing and offers no reasonable excuse, the student will be suspended from the college for one quarter. If the student is unable to appear at a scheduled hearing for a valid reason, another hearing date will be set. The student will direct the excuse to the Dean of Instruction.
4. No member of the College Disciplinary Committee who has an interest in the case shall sit in judgment. A temporary replacement shall be appointed by the Dean of Instruction except in the event of replacing the Student Senate representative, whose replacement shall be appointed by the President of the Student Senate.
5. At the hearing, the Dean of Instruction shall preside. The Dean of Student Development shall present any information relative to the situation.
6. Both the accused and the accuser shall have the right to make statements in extenuation or rebuttal and to call witnesses on their behalf. Both shall also have the right to question witnesses.
7. Members of this committee shall have the right to call other persons to appear and to question witnesses and the accused.
8. Any member of the college faculty or staff or any student or group of students may appear only with prior permission of the committee.
9. The Dean of Student Development may make a recommendation to the committee.
10. The Dean of Instruction shall be responsible for keeping a verbatim record of the hearing (e.g., a recording). In addition, the Dean of Instruction shall prepare three case summaries of the proceedings. One copy of the case summary shall be kept permanently in the Dean of Instruction's office, another kept in the Dean of Student Development's office (to be retained in files separate from the student's permanent academic files), and the third shall be for the student. The recording shall be retained by the Dean of Instruction. The Dean of Instruction's secretary is authorized to be present at the proceedings for operating the recorder and taking written minutes for the case summaries.
11. An appeal of a decision by the College Disciplinary Committee may be made in writing to the President of College of The Albemarle within three calendar days after the student has received the case summary.

STUDENT GRIEVANCE PROCEDURES

I. Grievance Procedures on the Informal Level

A. Students who think they have received unfair or improper treatment should address the problem informally through discussion with the faculty, staff, or administrator involved. In certain situations, however, students may feel more comfortable in first discussing the problem with one of the Student Development counselors. This discussion should be to determine the necessary procedures to solve the problem at the lowest level.

B. If this discussion does not resolve the situation, the student should request input from the immediate supervisor of the person involved. If the grievance involves a faculty member, the student should discuss the problem with the departmental chairperson; if the grievance in-

volves a staff member or administrator, the student should discuss the problem with the appropriate dean; and if the grievance involves a dean, the student should discuss the problem with the President of the college.

II. Grievance Procedures on the Formal Level

A. A student who is not satisfied with the resolution reached at the informal level may submit a formal grievance in writing to the appropriate dean. This document must be submitted within 20 days after the alleged grievance occurred. The grievance must be dated and signed by the student and must include the following:
   1. A detailed description of the grievance and the facts related to the grievance;
   2. An identification of the person, policy, or procedure against whom or what the grievance is filed;
   3. An explanation of the steps taken in an effort to resolve the grievance at the informal level; and
   4. A description of the student's idea of a satisfactory resolution.

B. The dean will review the grievance, make such inquiries as deemed appropriate, and provide the student with a written response within 15 working days. The decision will include the following:
   1. A disposition of the grievances and discussion of the steps taken in the inquiry; and
   2. Subsequent appeals steps possible for the student, such as pursuit of the grievance through discussion with the President of College of The Albemarle and/or appropriate college committees.

III. Appropriate Channels for Appealing Grievances at the Formal Level

A. A student who has an unresolved complaint involving a faculty member or a problem concerning an academic matter should submit a grievance to the Dean of Instruction.

B. A student who has a problem concerning a non-academic matter or a problem dealing with federal regulations concerning the handicapped (Section 504 of the Rehabilitation Act of 1973) should submit a grievance to the Dean of Student Development.

C. A student who has a problem involving sexual harassment or discrimination (Title IX of the Education Amendments of 1972) or affirmative action should contact the Affirmative Action Officer.

STUDENT RECORDS – CONFIDENTIALITY AND RELEASE

College of The Albemarle recognizes the importance of exercising responsibility in the maintenance and security of all student records. In order to meet that responsibility and the requirements of the Family Education Rights and Privacy Act of 1974, as enacted by Congress, the college makes the following information known:

I. Types of educational records and information which directly relate to students and which are maintained by the college:

A. Permanent Student Files: transcripts of work at other institutions, health forms or records, recommendation letters, placement test profiles, application and residency forms; and

B. Transcripts: academic record of all courses taken while enrolled at the college.

II. The official responsible for maintaining each type of record, the persons who have access to those

records, and the purpose for which they have access are as follows:

A. The Registrar: responsible for maintaining student files and transcripts;

B. The permanent clerical staff in the Student Development Office: access to the files for maintenance purposes;

C. The counselors and faculty advisors: access to the files for use in academic advisement;

D. Members of the Academic Appeals Committee: access when a case comes before the committee; and

E. Other authorized college committees: access whenever the nature of their responsibility requires access to student records (e.g., determining awards at graduation, etc.).

III. The policy of the college for reviewing, maintaining, and expunging records is as follows:

A. As a matter of policy, the institution destroys all student records except the official transcript five years after the student leaves the college.

B. Parents and legal guardians of independent students 18 years of age or older do not have a right to view student records, grades, tests scores, etc., unless written consent from the student is received. Parents of dependent students as defined in section 152 of the Internal Revenue Code of 1954 may review student records without the student's written consent.

C. Requests for student transcripts will not be honored as long as the student has any outstanding debt to the college.

D. Official transcripts will be forwarded only upon written request from the student.

E. Whenever it is requested that student grades and records be released to faculty or to any agency, written permission must be obtained from the student except as outlined in II preceding. Forms for this purpose are available in the Registrar's office.

F. Instructors may post final exam and end of course grades provided numerical codes are used, unless students notify their instructors five class days before the end of the quarter that they do not wish their grades to be posted.

IV. The procedures established by the college providing access to student records are as follows:

A. Upon receipt of a written request from the student, the Registrar shall within 30 days:
1. Allow the student to inspect and review the permanent file and transcript;
2. Provide the student with copies of the material at a cost of $.50 per page;
3. Interpret the records to the student; and
4. Allow the student to challenge, in writing, the content of the files. Upon receipt of the challenge, the Registrar shall conduct a hearing at which time any materials found to be inappropriate or misleading will be corrected. Students also shall have the opportunity to insert into their file any written explanations they deem appropriate.

B. College of The Albemarle considers the following "directory information" and will release such information unless a student notifies the Registrar in writing within the first three class days of each quarter:
1. Name, address, and phone number;
2. Date and place of birth;
3. Programs of study;
4. Participation in officially recognized activities;
5. Dates of attendance;
6. Degrees and awards received;
7. The most recent previous educational agency or institution attended by the student; and
8. Graduation honors.

ACADEMIC REGULATIONS

THE CATALOG AND THE STUDENT'S PROGRAM

The College of The Albemarle Catalog is published every two years and provides a description of the college's admission policies, program requirements, course offerings, and academic regulations.

Students may usually expect to be allowed to secure a diploma or degree in accordance with the curriculum requirements outlined in the catalog in force when they first enrolled at the college or in any subsequent catalog published while they are students. The faculty and administration, however, reserve the right to make changes in curricula and in regulations at any time when they judge changes to be in the best interest of the students and of the college. If students choose to meet the requirements of a catalog other than the one in force at the time of original enrollment, they must meet all requirements of the catalog they select. **Students who change their program of study must meet the requirements of the catalog in force at the time of the change.**

Faculty and counselors will make every attempt to give effective guidance to all students; however, final responsibility for meeting all academic requirements rests with the student.

ASSOCIATE DEGREE GRADUATION REQUIREMENTS

I. General Statement

A. General Requirements

The college awards the degrees listed below to persons who have fulfilled the following requirements:

1. At least 96 credit hours must be completed with at least a 2.0 ("C") grade point average. If students, as a result of placement tests or grades, are found to be deficient in math, English, and/or reading skills, they will be required to take appropriate Developmental Education courses. In this case, the total number of hours will exceed 96.
2. Courses with a two-digit course number are not applicable toward any degree.
3. Courses with a four-digit course number, or a "D" prefix are not applicable toward the Associate in Arts, the Associate in Science, or the Associate in Fine Arts degree.
4. All of the requirements listed in the appropriate catalog (see preceding section) must be completed.
5. Of the last 45 hours of work completed for a degree, at least 36 must be completed at College of The Albemarle.
6. Any individual who has served in the Armed Forces of the United States of America for a minimum of 18 months of active duty or who is eligible for veterans benefits is exempt from the physical education requirements. Elective hours are required in substitution of the waived physical education hours.

B. Other Requirements

1. Degrees will not be awarded to students with financial obligations to College of The Albemarle.
2. Candidates for degrees and diplomas *must* participate in graduation exercises and pay the graduation fee.

II. Associate Degree Requirements

A. Requirements for Associate in Arts, Associate in Science, and Associate in Fine Arts degrees are outlined in the Programs of Study section of this catalog under College Transfer Programs.

B. Requirements for the Associate in Applied Science degree are outlined in the Programs of Study section of this catalog under Technical Programs.

VOCATIONAL DIPLOMA REQUIREMENTS

A diploma is awarded to students who successfully complete a prescribed vocational program of study which is at least four quarters in duration. (See the section in this catalog entitled Programs of Study for specific diploma requirements.) The last 36 quarter hours of the program must be completed at College of The Albemarle.

CERTIFICATE REQUIREMENTS

A certificate is awarded to students who successfully complete, with a grade of 2.0 ("C") or above, a program of instruction which is three quarters or less in duration.

CREDIT BY EXAMINATION

I. College Level Examination Program (CLEP) — Subject Examinations

These examinations represent end-of-course examinations developed by the Educational Testing Service for certain widely taught undergraduate courses generally taken during the first two years of college. The tests measure understanding of basic facts and concepts as well as the ability to apply such understanding to the solution of problems and the interpretation of materials.

College credit is granted for CLEP Subject Examinations contingent upon the following:

A. Examinee must score at or above the score recommended by the Council on College Level Examinations;

B. Credit will be granted only for those Subject Examinations which parallel courses appearing in the college catalog in force at the time a student applies for credit;

C. Credit hours granted for a Subject Examination will be the same amount of credit which the college grants upon successful completion of the equivalent course or sequence of courses (e.g., If an examinee successfully passes the American History Subject Examination, which covers the equivalent of the course work, the examinee would receive nine quarters hours of credit.);

D. Total credit granted for Subject Examinations shall not exceed 45 quarter hours; and

E. Credit for Subject Examinations is not granted until the examinee has enrolled as a student at College of The Albemarle and passed 12 credit hours with a 2.0 ("C") or better grade point average.

College of The Albemarle is not authorized to award credit for CLEP General Examinations. Additional information regarding CLEP Subject Examinations is available in the Student Development Office.

II. College of The Albemarle Proficiency Examinations

These examinations function as a method for obtaining credit by examination in subjects not covered by CLEP Subject Examinations. A student may present a request to receive credit for

a course by an examination to an instructor who has knowledge of the student's ability or who feels the student's background should enable the student to pass the examination. An examination, agreed upon by a majority of the members of the department involved, must be prepared following the request of the student, administered before the last day for adding courses, and graded by two department members.

The examinee will not receive a letter grade or quality points; however, "credit by examination" will be entered on the student's transcript. The hours will be counted toward graduation but will not be counted in computing a grade point average.

The student may request to receive credit for a given course by way of a proficiency examination only one time. Subsequent attempts to receive credit must be via regular enrollment in the course.

Students should contact the Student Development Office for additional information.

CERTIFIED PROFESSIONAL SECRETARY EXAMINATION

Some secretarial students who have demonstrated experience may be interested in taking the Certified Professional Secretary (CPS) examination and, by doing so, may earn up to 48 quarter hours credit toward the Associate in Applied Science degree. The CPS rating is obtained by completing and verifying the educational and secretarial employment experience requirements and by passing a six-part, two-day examination administered biannually in May and November by the Institute for Certifying Secretaries, which is a department of Professional Secretaries International.

Those who are eligible to take the CPS examination include secretaries employed full time, experienced secretaries, college and university students, and business educators.

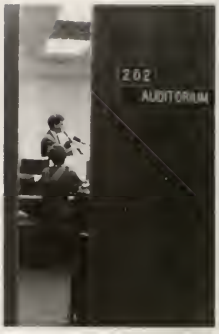
The CPS examination consists of six parts including behavioral science in business, business law, economics and management, accounting, office administration and communication, and office technology. The total cost for taking the six-part examination is approximately $125. Additional information is available by contacting the Dean of Student Development.

GRADING SYSTEM

Students receive grades in each course at the end of the quarter. Instructors, using numerical codes, may post grades outside their offices shortly after final grades are determined. Grade slips are mailed to students within a few days after the end of each quarter.

The grading system is as follows:

Grade	*Interpretation*	*Quality Points Per Quarter Hour*
A	Superior	4
B	Good	3
C	Average	2
D	Poor, but passing	1
F	Failure	0
I	Incomplete — a deficiency in the quantity of work accomplished. Given only when circumstances do not justify giving a specific grade. Must be removed by the end of the quarter following the one in which the Incomplete (I) was received, regardless of whether or not the student is officially enrolled (includes the summer quarter). If not removed within this time, the Incomplete (I) becomes a Failure (F).	



AUDIT Will be interpreted as an official statement of intent to audit the course at the time of registration.

W Voluntary withdrawal by the student or administrative disenrollment by the instructor. Student Development counselors may assign grades of "W" until the end of the fifth week following the first day of classes for any quarter. Thereafter, instructors assign all grades.

A few courses offered by the college are graded on a pass (P), repeat (R) basis. This is indicated in the course descriptions.

ACADEMIC HONORS

The college recognizes student academic achievement through the following:

I. Dean's List
To qualify for the Dean's List, a student must pass a minimum of 12 quarter hours of course work and attain at least a 3.50 grade point average, with no grade being below a 2.0 ("C").

II. Commencement Marshals
Rising sophomores who are first-time freshmen and who have maintained the highest quality point average during their freshman year are honored by being named Commencement Marshals. The marshal who has the best academic record is designated Chief Marshal.

III. The President's Service Cups
The President's Service Cups are awarded by the President of College of The Albemarle at the spring or summer graduation to a graduating candidate from the main campus and to a graduating candidate from College of The Albemarle's Dare County Campus. The President's Cup is presented to the two graduating candidates who have made significant contributions of service to their campus. Student nominations are made on each campus by a committee composed of the department chairpersons, club advisors, and Student Development staff. Names of nominees are submitted to the Dean of Instruction's office. Pertinent graduation information is verified with the Dean of Student Development, and the names of eligible nominees are distributed and voted on by full-time faculty and administrative staff. Votes are returned to and processed by the Dean of Instruction's office.

IV. Honor Seals
The college, in an effort to recognize those candidates for graduation who have excelled academically, awards Honor Seals on degrees or diplomas in accordance with the cumulative grade point averages noted below. The appropriate citation is also read when awarding the degree or diploma during graduation exercises.

Honor Seal	GPA
summa cum laude (with highest honors)	3.85-4.00
magna cum laude (with high honors)	3.70-3.84
cum laude (with honors)	3.55-3.69

V. Who's Who Among Students in American Junior Colleges
All College of The Albemarle students who meet the GPA and credit hour requirements are notified of their eligibility and of details regarding application for membership in Who's Who in American Junior Colleges. To be selected, applicants must have a 3.0 ("B") GPA; have earned sophomore status with a minimum of 42 credit hours toward a college transfer or technical program; be approved by two faculty/staff members; submit a completed Who's Who nomination form; and be participating members of a college club, publication staff, or intramural team.

POLICY FOR ENCOURAGING ACADEMIC PROGRESS

The college's policy for encouraging academic progress is based on the following three goals: prevention of failure; remediation; and as a last resort, exclusion from a program or from the college. The policy applies to all full-time and part-time curriculum students.

To impress upon students the necessity of maintaining a good academic record, the college has established the following methods for informing students about academic concerns:

I. *Academic Alert*
This is a non-punitive method with the purpose of alerting students, counselors, and instructors to potential academic problems. Academic alert means students will be notified of their status and will be required to report to their counselor or advisor, who will attempt to identify the causes of poor academic performance, suggest ways to improve, and may suggest alternative programs for which the student is better qualified. (See number 4 in Section II.)

Students will be placed on Academic Alert if they have less than an overall 2.0 GPA ("C") for any one quarter.

II. *Conditional Status*
Students will be placed on Conditional Status if they fail to meet the requirements of the following Academic Progress Scale:

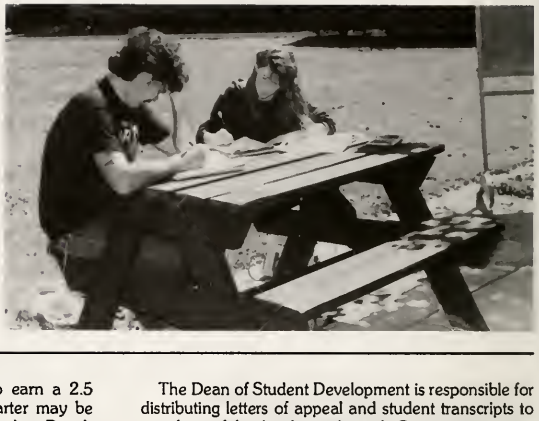
Credit Hours Attempted	Minimum GPA
0-16	1.00
17-32	1.25
33-48	1.50
49-64	1.75
65-80	1.90
81 and above	2.00

This scale does not apply to summer school. Summer school performance will be computed and counted in the cumulative GPA in the succeeding quarter. Exception: This scale does apply every quarter for students receiving veterans educational assistance.

Students should pay special attention to the following:

1. Students on Conditional Status may enroll for a maximum of 12 credit hours.
2. The status of students transferring to College of The Albemarle will be determined by computing the GPA on all hours attempted at other colleges. Following the first quarter at College of The Albemarle, the status will be determined by considering only hours attempted at the college.
3. Students transferring from College of The Albemarle should be aware that the receiving institution may include all college work ever attempted in computing GPA.
4. Students enrolled in Developmental Education courses who are on Academic Alert or Conditional Status are encouraged to meet with the Director of Student Support Services at the beginning of the quarter and more often if necessary.

III. *Academic Suspension*
Students who are unable to meet the requirements of the Academic Progress Scale after two consecutive quarters of Conditional Status will be academically suspended or directed to a more appropriate program offered by the college. Any student who fails to fulfill the conditions set forth under Conditional Status will be suspended immediately. Vocational students who do not pass at least one-third of their work on an hourly basis may be excluded from registering for the next quarter or may be placed on probation.



Conditional Status II students who earn a 2.5 GPA at the conclusion of any quarter may be given permission by the Dean of Student Development to continue as a Conditional Status II student for the next quarter without being suspended or without appealing their suspension to the Academic Appeals Committee. Unless they bring their average up to the minimum GPA on the Academic Progress Scale, students who fail to earn a 2.5 GPA in any quarter thereafter will be suspended but maintain the right to appeal.

Suspended students who enroll in summer school and increase their overall GPA to meet the minimum standards will not have to appeal their suspension to the Academic Appeals Committee.

APPEALS OF SUSPENSION

The Academic Appeals Committee is composed of the Instructional Council Executive Committee, the Dean of Instruction, and the Dean of Student Development — all being voting members. In addition, faculty members who serve as advisors to students making appeals are consulting members of the committee, which considers letters of appeal from students who have been suspended because of unsatisfactory academic progress. If the student is a participant in the Student Support Services program, the Director of Student Support Services is also a consulting member of the Academic Appeals Committee.

All letters from suspended students must be received by the Dean of Student Development no later than noon of the second day of classes of the quarter following suspension. The committee meets at 10:00 a.m. on the third or fourth class day of the quarter, whichever falls on a Monday, Wednesday, or Friday. A quorum of three committee members is necessary for the committee to consider appeals. The committee is chaired by the Chairperson of the Instructional Council.

The Dean of Student Development is responsible for distributing letters of appeal and student transcripts to members of the Academic Appeals Committee prior to an assigned meeting. Students wishing to appeal their suspension must submit a written appeal, which includes their home address and telephone number, to the Dean of Student Development. The Dean of Student Development will notify the students of the date, place, and time the committee will discuss their appeal. Students may appear before the committee and speak in their own behalf.

COURSE LOAD

Sixteen credit hours of college work is considered the normal student load. Permission must be obtained from the Dean of Student Development for scheduling more than 18 hours of work except when students are registering for the specific course load designated in their occupational program of study.

A student enrolled in at least 12 hours of work is considered a full-time student. For students to gain sophomore status at the college, they must earn a minimum of 42 credit hours.

COURSE REPETITION POLICY

A course may be repeated for credit only if the previous grade made was a 3.0 ("B") or below. When a course is repeated, both the original grade and the repeat grade are recorded on the official transcript. All grades are used in computing the grade point average. A course may be taken three times on an audit basis.

CLASS ATTENDANCE POLICY

College of The Albemarle regards class lectures, demonstrations, discussions, and other in-class experiences as vital ingredients of the educational process

which cannot be easily compensated for through out-of-class make-up work. Therefore, students who miss more than 10 percent of the classes in a course may be disenrolled from that course if the absences are unexcused. Excused absences include school-related activities which have been approved by the instructor, military training, illness on the part of the student, or serious family problems requiring the student's attention. To qualify for excused status, however, verification such as a physician's statement may be required. Students who become ill or are otherwise prevented from attending classes should inform their instructors at the earliest opportunity. Failure to do so may result in disenrollment from the course.

Some programs follow more rigid attendance policies due to requirements set by state licensing agencies.

DROPPING AND ADDING COURSES

At the beginning of each quarter, there is a scheduled period in which students may drop and add courses. The time limit for these changes is published in the academic calendar which appears in the front of the college catalog and in the quarterly class schedules. Students wishing to change their schedule should consult with their advisor or counselor. However, it should be noted that students are advised to exercise good judgment and concern when registering with their advisor or counselor so that a class schedule can be devised in which no changes will be needed for the duration of the quarter.

During the first week of classes and if the advisor or counselor agrees that a change is in order, the student's advisor or counselor and the student must complete and sign the drop/add form, called a Registration Change Notice. In addition, all financial aid students must have their Registration Change Notice approved by the Assistant Dean, Student Financial Aid. Finally, all such changes must be approved by the Registrar and validated by the Cashier.

From the second through the fifth week of classes, students dropping courses must see their instructor in addition to their advisor. The advisor will then complete a Registration Change Notice form. The student must take the form to the Student Development Office.

COURSE SUBSTITUTIONS

Under certain circumstances, it is necessary for students to request a course substitution for a stated graduation requirement. Forms for this purpose are available in the Student Development Office.

CURRICULUM CHANGES

There are times when students' aptitudes and interests may be better served by a change of curriculum. Should a change in curriculum become advisable, students should consult with their advisor or counselor to explore the possibilities of alternative curricula which might better serve their aptitudes and interests.

Because of the unique nature of each program, students requesting transfer credit will have their academic record evaluated in terms of their goals. Credit and quality points in transfer will be granted by the Dean of Student Development only for those courses which are applicable in the new curriculum, and the student will be held accountable for those courses which are "common" in both their old and new curricula.

WITHDRAWAL FROM COLLEGE

Students who withdraw from the college must confer with their advisor or counselor to complete the withdrawal sections of the Registration Change Notice. Financial aid recipients must also confer with the Assistant Dean, Student Financial Aid. To ensure that obligations to and withdrawals from the library are accounted for by the student, the Director of the Learning Resources Center must also sign the form.

Δ DELTA MEASUREMENTS

PROGRAMS OF STUDY

OBJECTIVES

Within the framework of College of The Albemarle's mission statement, students who graduate from associate degree and diploma programs should be capable of the following:

1. Communicating effectively in speaking, writing, reading, and listening;
2. Applying concepts and/or performing skills in their chosen careers;
3. Using information to analyze problems and make logical decisions;
4. Demonstrating positive interpersonal skills in various aspects of life; and
5. Demonstrating quantitative (numerical and/or computational) skills.

The college utilizes a three-level approach to curriculum design: general, program, and course objectives. Program objectives and individual course outlines are on file in the Dean of Instruction's office. Program descriptions are included on the following pages.

COLLEGE TRANSFER PROGRAMS

College transfer programs are designed to provide academic course work which is transferable to senior institutions. The programs include courses for those wishing to pursue studies leading to the Associate in Arts, the Associate in Science, and the Associate in Fine Arts degrees and for transferring into almost any program at a four-year college or university after completing their studies at College of The Albemarle.

If properly selected, course work should transfer without loss of credit and students should be granted junior status at a senior institution after their graduation from College of The Albemarle. Students who are undecided about their four-year degree objective should consult one of the Student Development counselors.

College of The Albemarle provides professional counseling and faculty consultation to help students plan their program and course selection for transfer to the college or university of their choice. Students should realize that requirements vary at senior institutions; therefore, they should refer to the catalog of the institution to which they plan to transfer. Final responsibility for selecting the proper courses rests with the student.

Students enrolled in college transfer programs should understand that College of The Albemarle, as a comprehensive community college, offers only the first two years toward a bachelor's degree. Because of this, junior-level and senior-level "major" courses will be taken at the four-year college or university to which the students transfer.

Students may select courses which meet the general education requirements for the programs listed below.

I. Programs of Study

Pre-Agriculture	(C-001)
Pre-Art	(C-003)
Pre-Business Administration	(C-004)
Pre-Business Education	(C-026)
Pre-Computer Science	(C-040)
Pre-Dental	(C-005)
Pre-Drama	(C-006)
Pre-Elementary Education	(C-020)
Pre-Engineering	(C-007)
Pre-Forestry	(C-008)
Pre-Law	(C-010)
Pre-Liberal Arts	(C-011)
Pre-Mathematics	(C-012)
Pre-Medical	(C-013)

Pre-Music	(C-015)
Pre-Pharmacy	(C-017)
Pre-Science	(C-018)
Pre-Secondary Education	(C-028)
Pre-Social Work	(C-019)
Pre-Veterinary	(C-021)

II. Associate Degree Requirements

A. Associate in Arts Degree

The Associate in Arts Degree is designed to meet the two-year general college requirements of four-year colleges and universities. The curriculum is sufficiently broad-based to allow College of The Albemarle students, after two years of study, to transfer with junior-level status in almost any academic or pre-professional field ranging from traditional academic areas such as economics, education, psychology, biology, and English to pre-professional areas such as medicine, law, pharmacy, and business-related activities. This curriculum is also suited to students who prefer a broad educational background without definite transfer plans.

	Qt. Hrs.
English Composition (ENG 101, 102, and 103)	9
Mathematics (5 hrs. from MAT 201, 202, and 203 or 9 hrs. from MAT 121, 122, 123, and 211)	5-9
Natural Sciences	12
Humanities	18
Social Sciences (HIS 101, 102, and 103 required)	15
Health & Phy. Ed. (3 hrs. activity courses required)	6
College Transfer electives to complete at least 96 credit hours	

B. Associate in Science Degree

The Associate in Science Degree is designed to provide students with the basic courses required of freshman and sophomore science majors at senior institutions. The program of study prepares students to continue their studies in science and mathematics.

	Qt. Hrs.
English Composition (ENG 101, 102, and 103)	9
Mathematics (MAT 201 and 202)	10
Natural Sciences	24
Humanities	9
Social Sciences (HIS 101, 102, and 103 required)	9
Health & Phy. Ed. (3 hrs. activity courses required)	6
College Transfer electives to complete at least 96 credit hours	

C. Associate in Fine Arts Degree

The Associate in Fine Arts Degree is designed to provide students with the basic courses required of freshman and sophomore art, music, and drama majors at senior institutions. The program of study prepares students to continue their studies in the fine arts.

	Qt. Hrs.
English Composition (ENG 101, 102, and 103)	9
Mathematics (MAT 121 or higher) and/or Nat. Sciences	6
Humanities	12
Social Sciences (HIS 101, 102, and 103 required)	9
Physical Education Courses	3
Professional Courses	36-54
ART: ART 100,101,102,103,106, 107,108,110,111,112,113, and DFT 101	43

or

DRAMA: SPH 101,102,103, and 201
DRA 117,118,119,121,122,123, 124,125,126, 130, and 131 45

or

MUSIC: MUS 102,103,104,202,203, 204,105,106,107,205,206,207,117, 118,119,217,218, and 219 36
Voice, Piano, or Organ 12-18

College Transfer electives to complete at least 96 credit hours

III. Definitions

A. Humanities
Music, art, drama, speech (except SPH 103), literature, and foreign language

B. Natural Sciences
Biology, chemistry, physics, and physical science

C. Social Sciences
Economics, geography, history, political science, psychology, and sociology

D. Electives
All college transfer courses. Certain BUS, DFT, and EDP courses may be used as electives. Such courses are indicated in their course descriptions.

TRANSFER AGREEMENTS

In an effort to provide students enrolled in college transfer programs and certain technical programs with accurate information concerning course transferability, the Student Development Office maintains a complete and detailed listing of institutions with transfer agreements. A specific articulation agreement with Elizabeth City State University is available for review in the Student Development Office. Other course transfer listings are also available for the following institutions: East Carolina University, UNC-Chapel Hill, UNC-Greensboro, UNC-Wilmington, and North Carolina State University. Direct transfer information is available on Appalachian State University's Bachelor of Technology degree. Students who plan to transfer to any North Carolina private college are encouraged to visit the Student Development Office for additional information.

GENERAL EDUCATION (G-020)

The General Education (G-020) program, which leads to an Associate in General Education degree, is designed for students who would like to tailor their studies to personal interests rather than to specific professional requirements. General Education program requirements are detailed below.

Associate in General Education Degree

This program is designed to serve individuals who would like to expand their knowledge of their culture, to enrich their personal lives, and to improve their understanding of the world today. The two-year nontransferable program is for students who are interested in a basic exposure to the liberal arts and who would like to tailor their program to personal interests rather than to specific professional requirements.

I. Required Course	Quarter Hours
A. English and Literature	12
1. ENG 101, 102, and 103	9
2. One course in American or English Literature	3
B. Fine Arts	6-7
1. One three-hour course from one of the following areas:	3-4
a. Art	
b. Music	
c. Drama	
2. SPH 102 or 201	3
C. Social Sciences	12

1. Any three 100-level or 200-level courses from the following areas: 9
   a. History
   b. Geography
   c. Political Science
2. One 100-level or 200-level course from one of the following areas: 3
   a. Psychology
   b. Sociology

D. Mathematics and Natural Sciences 6-9
1. Mathematics 3-5
   a. Any math or technical math course
   b. BUS 104 – Business Mathematics
2. Natural Sciences – Any 100-level course from the following areas: 3-4
   a. Biology
   b. Chemistry
   c. Physics
   d. Physical Science

Total Required Courses 36-40

II. Electives 56-60
100-level or 200-level courses or courses prefixed with D may be taken as electives.

Total Credit Hours Required for Graduation 96

TECHNICAL PROGRAMS

Technical programs prepare students for entry-level jobs in paraprofessional fields. With experience, many technicians move into professional and managerial positions. Students enrolled in technical programs, in addition to taking courses which are occupational in nature, take General Education courses.

Technical programs are designed to lead to immediate employment and not for transfer to a senior institution. However, certain courses in the technical programs may be accepted for transfer credit by a four-year college or university.

Most technical programs are two years in duration and lead to the Associate in Applied Science degree.

Technical program requirements are detailed on the following pages. Deviations from the requirements must be approved by the appropriate department chairperson, the Associate Dean of Occupational Education, and the Dean of Instruction. The following technical programs are available at College of The Albemarle and, except for the Basic Law Enforcement, Real Estate, and Real Estate Appraisal programs, lead to the Associate in Applied Science degree:

Administrative Office Technology	(T-030)
Associate Degree Nursing (Registered Nursing)	(T-059)
Banking and Finance	(T-112)
Basic Law Enforcement Training (Certificate)	(T-189)
Business Administration	(T-018)
Business Computer Programming	(T-022)
Computer Engineering Technology	(T-040)
Electronics Engineering Technology	(T-045)
General Office	(T-033)
Hotel and Restaurant Management	(T-025)
Mechanical Drafting and Design Technology	(T-043)
Medical Office Technology	(T-032)
Microcomputer Systems Technology	(T-192)
Postal Service Technology	(T-141)
Real Estate (Technical Specialty) (Certificate)	(T-166)
Real Estate Appraisal (Certificate)	(T-224)

ADMINISTRATIVE OFFICE TECHNOLOGY (T-030)

Associate in Applied Science Degree

This curriculum prepares individuals to perform secretarial and administrative support duties in a variety of office settings, including offices with computerized, automated functions.

Students in this curriculum study keyboarding and word/information processing to develop the skills necessary in preparing business correspondence, reports, statistical copy, manuscripts, and business forms. Administrative support courses emphasize typical office tasks such as scheduling appointments, composing correspondence, and performing reprographic duties. Training is also provided in analyzing and coordinating office duties and systems. Skills and knowledge are taught in the areas of electronic document storage and retrieval and computer software utilization.

Graduates of the program may be employed in offices in private business establishments involved in retailing, marketing, advertising, and manufacturing as well as in offices in local, state, and federal government.

First Year

			Class	Lab	Cr. Hrs.
First Quarter					
*BUS	101	Elementary Keyboarding/Typewriting	3	2	4
BUS	106	Introduction to Business	5	0	5
BUS	110	Filing	3	0	3
ENG	101	English Composition I	3	0	3
HUM	123	Introduction to Humanities I	3	0	3
					18
Second Quarter					
BUS	102	Intermediate Keyboarding/Typewriting	2	3	3
*BUS	111	Elementary Shorthand	5	0	5
EDP	101	Introduction to Computers	3	2	4
BUS	104	Business Mathematics	5	0	5
ENG	102	English Composition II	3	0	3
					20
Third Quarter					
BUS	103	Advanced Keyboarding/Typewriting	2	3	3
BUS	108	Personal Finance	5	0	5
**BUS	109	Interpersonal Relations	3	1	3
BUS	112	Intermediate Shorthand	3	2	4
***BUS	212	Bookkeeping	3	2	4
					19
Summer Quarter					
BUS	210	Electronic Calculators	1	2	2
ECO	201	Principles of Economics I (MQ 1)	3	0	3
**ECO	202	Principles of Economics II (MQ 2)	3	0	3
		+ Elective (Nat. Sci. or Math)	3	0-3	3-4
					11-12

Second Year

First Quarter					
BUS	113	Advanced Shorthand	3	2	4
BUS	115	Business Law I	3	0	3
BUS	221	Transcription I	3	2	4
		Elective (General)	3	0	3
		Elective (Soc. Sci. or Humanities)	3	0	3
					17
Second Quarter					
BUS	222	Transcription II	3	2	4
BUS	124	Payroll Accounting	3	0	3
EDP	204	Electronic Word Processing I	3	0	3
ENG	209	Business Communications	3	0	3
SPH	102	Voice and Diction	3	0	3
					16
Third Quarter					
EDP	206	Electronic Word Processing II	2	3	3
BUS	213	Typewriting for Speed	3	1	3
BUS	214	Office Procedures	3	2	4
BUS	223	Transcription III	3	2	4
BUS	271	Office Management	3	0	3
					17

Total Credit Hours Required for Graduation (Depends on Nat. Sci. or Math elective) 118-119

* Elective hours may be substituted for BUS 101 and/or BUS 111 if the student, with the permission of the instructor, successfully completes BUS 102 and/or BUS 112.

** Six hours of Cooperative Education or BUS 264 may be substituted for BUS 109 and/or ECO 202.

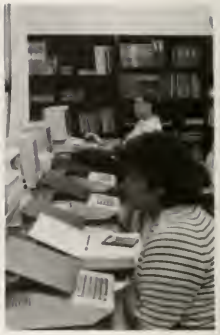
*** BUS 203 may be substituted.

\+ MAT 121 or higher must be taken when choosing a math elective

ASSOCIATE DEGREE NURSING (Registered Nursing) (T-059)

Associate in Applied Science Degree

The Associate Degree Nursing (ADN) curriculum is designed to prepare graduates to integrate the principles and theories of nursing and the sciences in utilizing the nursing process during the practice of nursing. The practice of nursing by Associate Degree Nursing graduates consists of the following: assessing the patient's physical and mental health, including the patient's reaction to illness and treatment regimens; recording and



reporting the results of the nursing assessment; planning, initiating, delivering, and evaluating appropriate nursing acts; teaching, delegating to, or supervising other personnel in implementing the treatment regimen; collaborating with other health care providers in determining the appropriate health care for a patient; implementing the treatment and pharmaceutical regimen prescribed by any person authorized by State law to prescribe such a regimen; providing teaching and counseling about the patient's health care; reporting and recording the plan for care, the nursing care given, and the patient's response to that care; and supervising, teaching, and evaluating those who perform or are preparing to perform nursing functions.

Graduates are eligible to take the National Council Licensure Examination (NCLEX-RN). Successful completion of this exam is required to practice as a registered nurse.

After an evaluation of an applicant's placement test scores and past educational experiences (high school and/or college), it may be recommended that the applicant take biology, algebra, and/or chemistry course(s) prior to enrolling in the nursing courses.

College of The Albemarle's seven-quarter Associate Degree Nursing program admits students each September. Students secure a college-level education with the privileges and responsibilities as students in the total student body. They share in social and cultural aspects of college life while developing as individuals, citizens, and nurses.

Clinical components of the major nursing courses are carefully planned around current nursing theory. Nursing faculty select, guide, and evaluate learning experiences in hospitals and other agencies. Present affiliations include Albemarle Hospital, Pasquotank County Health Department, Chowan Hospital, Sentara Norfolk General Burn/Trauma Center, Maryview Psychiatric Hospital and Community Mental Health Center, Winslow Memorial Home, and Chesapeake General Hospital.

Rather than complete the program in seven consecutive quarters, students may choose to complete the requirements over a three-year period by taking the general college courses the first year and nursing courses the next two years. All general college courses required in the ADN curriculum, including the electives, are college transfer courses and may be transferred to a senior institution and applied toward a baccalaureate degree.

The general college courses taken prior to admission to the nursing program may be in a sequence different from that stated below. Students should note certain prerequisite and/or corequisite courses required for various nursing courses.

First Year (Level I)

			Class	Lab.	Clin. Pract.	Cr. Hrs.
First Quarter						
NUR	101	Basic Concepts in Nursing	6	6	0	9
BIO	201	Anatomy and Physiology I	3	3	0	4
PSY	201	General Psychology I	3	0	0	3
SOC	201	Introduction to Sociology	3	0	0	3
						19
Second Quarter						
NUR	102	Medical-Surgical Nursing I	4	2	12	9
BIO	202	Anatomy and Physiology II	3	3	0	4
PSY	202	General Psychology II	3	0	0	3
PHM	101	Pharmacology I	3	0	0	3
						19
Third Quarter						
NUR	103	Medical-Surgical Nursing II	4	2	12	9
BIO	203	Anatomy and Physiology III	3	3	0	4
PSY	231	Child Growth and Development	3	0	0	3
PHM	102	Pharmacology II	3	0	0	3
						19
Summer Quarter						
NUR	104	The Emerging Family	4	2	12	9
		Elective	3	0	0	3
						12

Second Year (Level II)

First Quarter						
*NUR	202	Child Health Nursing	4	0	15	9
NUR	205	Issues in Nursing	4	0	0	4
ENG	101	English Composition I	3	0	0	3
		Elective (Humanities)	3	0	0	3
						19
Second Quarter						
*NUR	203	Psychiatric/Mental Health Nursing	4	0	15	9
NUR	206	Leadership Principles and Management of Patient Care	3	0	0	3
ENG	102	English Composition II	3	0	0	3
						15
Third Quarter						
*NUR	204	Medical Surgical Nursing III	6	0	15	11
**NUR	211	Test Taking Strategies for Nursing Students, Part II	3	0	0	3
HEA	223	First Aid and Safety	3	0	0	3
						17
Total Credit Hours Required for Graduation						120

* NUR 202, NUR 203, and NUR 204 are offered each quarter.
** D-NUR 210 may be taken as an optional course.

BANKING AND FINANCE (T-112)

Associate in Applied Science Degree

College of The Albemarle's two-year Banking and Finance program provides study in such areas as banking and finance principles, theories, and practices; teller operations; lending and collection procedures; financial analysis; marketing; and public relations. The program is designed to prepare individuals to enter the banking and finance industries, provide an educational program for banking employees who wish to receive the American Institute of Banking (AIB) certificate, and provide an educational program to upgrade or retrain individuals presently employed in the banking and finance industry.

This curriculum also provides the educational background necessary for an individual to enter a variety of banking or finance jobs in retail banks, commercial banks, government lending agencies, mortgage banks, and credit companies.

AIB courses are approved for certification by the American Institute of Banking. AIB certification applies only to current banking employees.

The specialized courses listed below are only taught at night as part of the college's Evening Program; therefore, the degree requirements probably cannot be completed within two years. Also, the frequency and variety of specialized course offerings are based on demand for the courses as indicated by enrollment.

First Year

			Class	Lab	Cr. Hrs.
First Quarter					
BUS	106	Introduction to Business	5	0	5
ENG	101	English Composition I	3	0	3
		Elective (MAT 121 or higher)	3	0	3
		*Specialized Course	3	0	3
		*Specialized Course	3	0	3
					17
Second Quarter					
BUS	101	Elementary Keyboarding/Typewriting	3	2	4
BUS	115	Business Law I	3	0	3
ENG	102	English Composition II	3	0	3
PSY	201	General Psychology I	3	0	3
		*Specialized Course	3	0	3
		*Specialized Course	3	0	3
					19
Third Quarter					
BUS	104	Business Mathematics	5	0	5
BUS	116	Business Law II	3	0	3
**BUS	229	Taxes	3	2	4
PSY	202	General Psychology II	3	0	3
		*Specialized Course	3	0	3
					18
Summer Quarter					
**BUS	210	Electronic Calculators	1	2	2
ECO	201	Principles of Economics I (MQ 1)	3	0	3
EDP	101	Introduction to Computers	3	2	4
					9

Second Year

First Quarter

BUS	203	Principles of Accounting I	3	3	4
ECO	202	Principles of Economics II	3	0	3
SPH	201	Public Speaking	3	0	3
		Elective (General)	3	0	3
		*Specialized Course	3	0	3
		*Specialized Course	3	0	3
					19

Second Quarter

BUS	204	Principles of Accounting II	3	3	4
REA	219	Real Estate Finance	5	0	5
ECO	203	Principles of Economics III	3	0	3
TEC	201	Technical Report Writing I	2	0	2
		*Specialized Course	3	0	3
					17

Third Quarter

BUS	205	Principles of Accounting III	3	3	4
BUS	235	Business Management	3	0	3
BUS	272	Principles of Supervision	3	0	3
TEC	202	Technical Report Writing II	2	0	2
		*Specialized Course	3	0	3
		*Specialized Course	3	0	3
					18

Total Credit Hours Required for Graduation 117

*Specialized Banking courses are listed below.

AIB	202	Principles of Banking	3	0	3
AIB	204	Commercial Lending	3	0	3
AIB	205	Bank Management	3	0	3
AIB	207	Consumer Lending	3	0	3
AIB	210	Money and Banking	3	0	3
AIB	212	Supervision	3	0	3
AIB	221	Quality Customer Service/Selling Bank Services	3	0	3
AIB	233	Analyzing Financial Statements	3	0	3
AIB	234	Law and Banking	3	0	3
AIB	236	Residential Mortgage Lending	3	0	3
AIB	239	Marketing for Bankers	3	0	3

** Six hours of Cooperative Education may be substituted for BUS 210 and BUS 229.

BASIC LAW ENFORCEMENT TRAINING (T-189)

Certificate

The Basic Law Enforcement Training curriculum certificate program prepares individuals to take the Basic Training Law Enforcement Officers certification examination mandated by the North Carolina Criminal Justice Education and Training Standards Commission, and it prepares individuals to take the Justice Officers Basic Training certification examination mandated by the North Carolina Sheriffs' Education and Training Standards Commission. Successful completion of this curriculum certificate program requires students to satisfy the minimum requirements for certification by the Criminal Justice Commission and the Sheriffs' Commission. Students satisfactorily completing this program should possess at least the minimum degree of general attributes, knowledge, and skills necessary to function as an inexperienced law enforcement officer. **NOTE: Individuals must be sponsored by a law enforcement agency before enrolling in this program of instruction.**

			Hours Per Week			
			Class	Lab	Shop/Clin	Credit
BLE	100	Basic Law Enforcement	17	0	27	26

BUSINESS ADMINISTRATION (T-018)

Associate in Applied Science Degree

The Business Administration curriculum is designed to prepare individuals for entry into management positions.

To develop student competencies in applying management principles, this curriculum emphasizes skill development in the areas of management functions, computer applications and analysis, critical thinking and decision-making techniques, marketing, finance, legal aspects of business, oral and written communications, and utilization of human resources.

Through the development of management competencies, graduates will be able to function as contributing members of a management team.

First Year

First Quarter			Class	Lab	Cr. Hrs.
BUS	101	Elementary Keyboarding/Typewriting	3	2	4
BUS	106	Introduction to Business	5	0	5
ENG	101	English Composition I	3	0	3
*MAT	104	Technical Math I	5	0	5
					17
Second Quarter					
BUS	104	Business Mathematics	5	0	5
BUS	115	Business Law I	3	0	3
BUS	210	Electronic Calculators	1	2	2
ENG	102	English Composition II	3	0	3
SPH	102 or 201	Voice and Diction or Public Speaking	3	0	3
		**Elective (General)	3	0	3
					19
Third Quarter					
BUS	271	Office Management	3	0	3
BUS	272	Principles of Supervision	3	0	3
BUS	116	Business Law II	3	0	3
EDP	101	Introduction to Computers	3	2	4
MAT	211	Elementary Statistics	5	0	5
					18
Summer Quarter					
ECO	201	Principles of Economics I (MQ 1)	3	0	3
ECO	202	Principles of Economics II (MQ 2)	3	0	3
EDP	204	Electronic Word Processing I	3	0	3
		Elective (Soc. Sci.)	3	0	3
					12

Second Year

First Quarter					
BUS	203	Principles of Accounting I	3	3	4
BUS	211	Marketing	5	0	5
BUS	235	Business Management	3	0	3
EDP	138	Microcomputer DBMS I	3	3	4
PSY	201	General Psychology I	3	0	3
					19
Second Quarter					
BUS	204	Principles of Accounting II	3	3	4
BUS	124	Payroll Accounting	3	0	3
ENG	209	Business Communications	3	0	3
BUS	229	Taxes	3	2	4
		**Elective (General)	3	0	3
					17
Third Quarter					
BUS	205	Principles of Accounting III	3	3	4
EDP	137	Microcomputer Spreadsheets	3	3	4
EDP	205	Computerized Accounting	3	0	3
BUS	243	Advertising	3	0	3
		Elective (Humanities)	3	0	3
					17

Total Credit Hours Required for Graduation (Depends on Math Course) 117 or 119

* MAT 121 may be substituted for MAT 104.
** Six hours of Cooperative Education may be substituted for Electives (General).

BUSINESS COMPUTER PROGRAMMING (T-022)

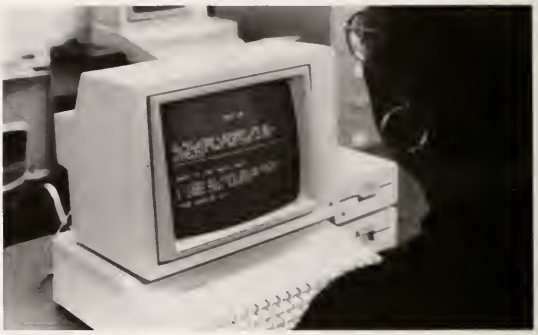
Associate in Applied Science Degree

The primary objective of the Business Computer Programming curriculum is to prepare individuals for employment as computer programmers. This objective is fulfilled through students' study and application in areas such as computer and systems theories and concepts; data processing techniques; business operations; logic; flowcharting; programming procedures, languages, and types; and uses and operation of equipment.

Students enrolled in this curriculum prepare for entry-level jobs as computer programmers and computer programmer trainees. With experience and additional education, individuals may enter jobs as data processing managers, computer programmer managers, systems analysts, and systems managers.

First Year

First Quarter			Class	Lab	Cr. Hrs.
ENG	101	English Composition I	3	0	3
*MAT	104	Technical Math I	5	0	5
EDP	101	Introduction to Computers	3	2	4
BUS	101	Elementary Keyboarding/Typewriting	3	2	4
ECO	201	Principles of Economics I	3	0	3
					19



Second Quarter

ENG	102	English Composition II	3	0	3
*MAT	105	Technical Math II	4	0	4
EDP	109	BASIC I	3	3	4
ECO	202	Principles of Economics II	3	0	3
EDP	113	Logic Design and Flowcharts	3	0	3
					17

Third Quarter

EDP	110	BASIC II	3	3	4
ECO	203	Principles of Economics III	3	0	3
EDP	136	Microcomputer Operations	3	3	4
		Elective (Soc. Sci.)	3	0	3
		***Elective (General)	3	0	3
					17

Summer Quarter

BUS	106	Introduction to Business	5	0	5
EDP	212	Pascal I (First Five-Weeks)	3	3	4
EDP	213	Pascal II (Second Five-Weeks)	3	3	4
					13

Second Year

First Quarter

BUS	203	Accounting I	3	3	4
EDP	207	COBOL I	3	3	4
**EDP	219	System Analysis	3	0	3
PSY	201	General Psychology I	3	0	3
		***Elective (General)	3	0	3
					17

Second Quarter

BUS	204	Accounting II	3	3	4
EDP	208	COBOL II	3	3	4
PSY	202	General Psychology II	3	0	3
TEC	201	Technical Report Writing I	2	0	2
		Elective (Humanities)	3	0	3
					16

Third Quarter

EDP	209	COBOL III	3	3	4
EDP	220	Computer Programming Project	3	3	4
MAT	211	Elementary Statistics	5	0	5
BUS	272	Principles of Supervision	3	0	3
TEC	202	Technical Report Writing II	2	0	2
					18

Total Credit Hours Required for Graduation 114-118
(Depends on Math Sequence and substitution for EDP 219)

* MAT 121 and 122 may be substituted for MAT 104 and 105. Elective hours may be substituted for MAT 104 if performance on the mathematics segment of the placement test indicates the student may be exempt. Also, D-MAT 101 and 102 may be substituted for MAT 104.

** EDP 137 or EDP 138 may be substituted for EDP 219.

*** Six hours of Cooperative Education may be substituted for Electives (General).

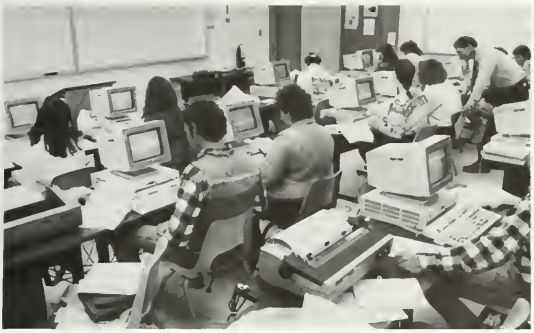
COMPUTER ENGINEERING TECHNOLOGY (T-040)

Associate in Applied Science Degree

This program is designed to provide the skills required to install, service, and maintain computers, microprocessor and computer controlled equipment, and computer peripheral devices. The curriculum includes training in both the hardware and software areas of the computer field.

A sequence of introductory hardware courses provides students with a strong background in physics, technical mathematics, electricity, electronics, and digital logic circuits and concepts. Advanced course work provides a detailed study of the logic of the central processing units, the operation and use of integrated circuit memory devices, and the interfacing of the central processing unit to memory devices. Additional studies cover interfacing the central processing unit to external devices using both serial and parallel data transfer; the operation of large-scale integration programmable interface units and their interfacing with the central processing unit; the operation of computer peripheral devices such as video displays, printers, floppy disk storage systems, magnetic tape units, and keyboards; and the techniques of converting signals between the analog and digital forms.

The programming course work provides a sequence of study stressing good program design techniques, structured programming, and program documentation. Rather than being familiar with a large number of programming languages, students are expected to learn well a highly structured language, such as Pascal, and an assembly language. The importance of assembly language in understanding the operation of the central



processing unit and the related computer units is stressed. Computer operating system concepts are discussed to provide a unified view of the hardware and software aspects of the computer system.

First Year

			Class	Lab	Cr. Hrs.
First Quarter					
DFT	101	Engineering Drawing I	4	2	5
ELN	101	DC Circuits	4	4	6
EDP	101	Introduction to Computers	3	2	4
*MAT	104	Technical Math I	5	0	5
					20
Second Quarter					
DFT	104	Electronic Drafting	1	2	2
EDP	136	Microcomputer Operations	3	3	4
ELN	102	AC Circuits	4	4	6
ENG	101	English Composition I	3	0	3
*MAT	105	Technical Math II	4	0	4
					19
Third Quarter					
ELN	113	Electronics I	4	4	6
ELN	110	Electronic Interconnection Tech.	2	2	3
ENG	102	English Composition II	3	0	3
*MAT	106	Technical Math III	3	0	3
		Elective (Humanities)	3	0	3
					18
Summer Quarter					
EDP	212	Pascal I (First Five-Weeks)	3	3	4
EDP	213	Pascal II (Second Five-Weeks)	3	3	4
ELN	212	Digital Electronics I	3	4	5
ELN	114	Electronics II	3	4	5
					18

Second Year

First Quarter					
ELN	211	Electronics III	3	4	5
ELN	213	Digital Electronics II	3	4	5
ELN	223	Microprocessor Programming	3	3	4
PHY	201	General Physics I	3	3	4
					18
Second Quarter					
ELN	214	Digital Electronics III	3	4	5
ELN	221	Microcomputer Troubleshooting	3	4	5
PHY	202	General Physics II	3	3	4
TEC	201	Technical Report Writing I	2	0	2
		Elective (Soc. Sci.)	3	0	3
					19
Third Quarter					
ELN	222	Advanced Microcomputer Interfacing	3	4	5
ELN	224	Peripheral Troubleshooting	3	4	5
TEC	202	Technical Report Writing II	2	0	2
		**Elective (General)	2	0	2
					14

Total Credit Hours Required for Graduation 123 or 126
(Depends on Math Sequence)

* MAT 121-123 may be substituted for MAT 104-106. Elective hours may be substituted for MAT 104 if performance on the mathematics segment of the placement test indicates the student may be exempt.

** Two hours of Cooperative Education may be substituted for Elective (General).

MICROCOMPUTER SYSTEMS TECHNOLOGY (T-192)
(Formerly Computer Office Automation Technology)

Associate in Applied Science Degree

The Microcomputer Systems Technology curriculum is designed to prepare students for employment with business, industry, and government organizations which use or are planning to use computers to process and manage information. Using microcomputers or other small computer systems, students learn to apply a variety of commonly used business applications and systems software, set up microcomputer hardware and install software, develop user training programs and user documentation, evaluate and recommend hardware and software, assist users in resolving hardware and software problems, and develop control and security procedures. Students learn the fundamentals of microcomputer networking and the fundamentals of interfacing microcomputers and telephone modems. This program emphasizes the development of office automation applications and systems which address managerial information processing needs.

First Year

			Class	Lab	Cr. Hrs.
First Quarter					
BUS	101	Elementary Keyboarding/Typewriting	3	2	4
BUS	107	Introduction to Office Automation	3	2	4
BUS	203	Principles of Accounting I	3	3	4
EDP	101	Introduction to Computers	3	2	4
ENG	101	English Composition I	3	0	3
					19

Second Quarter					
BUS	204	Principles of Accounting II	3	3	4
EDP	136	Microcomputer Operations	3	3	4
EDP	204	Electronic Word Processing I	3	0	3
ENG	102	English Composition II	3	0	3
SPH	201	Public Speaking	3	0	3
					17
Third Quarter					
BUS	272	Principles of Supervision	3	0	3
EDP	137	Microcomputer Spreadsheets	3	3	4
EDP	205	Computerized Accounting	3	0	3
EDP	206	Electronic Word Processing II	2	3	3
		Elective (Soc. Sci.)	3	0	3
					16
Summer Quarter					
*ECO	201	Principles of Economics I (MQ 1)	3	0	3
EDP	212	Pascal I (First Five-Weeks)	3	3	4
EDP	213	Pascal II (Second Five-Weeks)	3	3	4
		Elective (Humanities)	3	0	3
					14

Second Year

First Quarter					
EDP	138	Microcomputer DBMS I	3	3	4
EDP	211	Telecommunications	3	3	4
**MAT	104	Technical Math I	5	0	5
PSY	201	General Psychology I	3	0	3
					16
Second Quarter					
BUS	206	Desktop Publishing	2	3	3
EDP	139	Microcomputer DBMS II	3	3	4
EDP	214	Micro Systems Analysis and Design	3	3	4
**MAT	105	Technical Math II	4	0	4
					15
Third Quarter					
BUS	218	Information Systems - Issues and Trends	3	0	3
EDP	201	Microcomputer Installation and Maintenance	3	2	4
EDP	220	Computer Programming Project	3	3	4
MAT	211	Elementary Statistics	5	0	5
*BUS	109	Interpersonal Relations	3	1	3
					19

Total Credit Hours Required for Graduation (Depends on Math Sequence) 113 or 117

- * Six hours of Cooperative Education may be substituted for ECO 201 and BUS 109.
- ** MAT 121 and 122 may be substituted for MAT 104 and 105. Also, D-MAT 101 and 102 may be substituted for MAT 104.

ELECTRONICS ENGINEERING TECHNOLOGY (T-045)

Associate in Applied Science Degree

The Electronics Engineering Technology curriculum provides a basic background in electronics-related theory, with practical applications of electronics for business and industry. Courses are designed to develop competent electronics technicians who may work as assistants to engineers or as liaisons between engineers and skilled craftspersons.

The electronics technician may be employed in one or more of the following areas: research, design, development, production, maintenance, or sales. The graduate may begin as an electronics technician, engineering aide, laboratory technician, supervisor, or equipment specialist.

First Year

			Class	Lab	Cr. Hrs.
First Quarter					
DFT	101	Engineering Drawing I	4	2	5
EDP	101	Introduction to Computers	3	2	4
ELN	101	DC Circuits	4	4	6
*MAT	104	Technical Math I	5	0	5
					20
Second Quarter					
DFT	104	Electronic Drafting	1	2	2
ELN	102	AC Circuits	4	4	6
ENG	101	English Composition I	3	0	3
*MAT	105	Technical Math II	4	0	4
ECO	201	Principles of Economics	3	0	3
					18
Third Quarter					
ELN	110	Electronic Interconnection Tech.	2	2	3
ELN	113	Electronics I	4	4	6
ENG	102	English Composition II	3	0	3
*MAT	106	Technical Math III	3	0	3
		Elective (Humanities)	3	0	3
					18

Summer Quarter					
DFT	210	Printed Circuit Board Layout and Design	3	3	4
EDP	109	BASIC I	3	3	4
ELN	212	Digital Electronics I	3	4	5
ELN	114	Electronics II	3	4	5
					18

Second Year

First Quarter					
ELN	211	Electronics III	3	4	5
ELN	213	Digital Electronics II	3	4	5
ELN	217	Electronics Communications	3	4	5
PHY	201	General Physics I	3	3	4
					19
Second Quarter					
ELN	214	Digital Electronics III	3	4	5
ELN	215	Electronic Troubleshooting I	3	4	5
PHY	202	General Physics II	3	3	4
TEC	201	Technical Report Writing I	2	0	2
		Elective (Soc. Sci.)	3	0	3
					19
Third Quarter					
ELN	216	Electronic Troubleshooting II	3	4	5
PHY	203	General Physics III	3	3	4
TEC	202	Technical Report Writing II	2	0	2
		**Elective (General)	3	0	3
					14

Total Hours Required for Graduation 123, 126, or 127
(Depends on Math Sequence)

* MAT 121-123 may be substituted for MAT 104-106. Elective hours may be substituted for MAT 104 if performance on the mathematics segment of the placement test indicates the student may be exempt. Also, D-MAT 101 and 102 may be substituted for MAT 104.

** Three hours of Cooperative Education may be substituted for Elective (General).

GENERAL OFFICE (T-033)

Associate in Applied Science Degree

The General Office curriculum is designed to prepare individuals to enter clerical-office occupations, provide an educational program for individuals wanting education for upgrading (moving from one position to another) or retraining (moving from present position to a clerical position), and provide an opportunity for individuals wanting to fulfill professional or general interest needs.

Students in this curriculum develop skills in the areas of typewriting, filing, and business machines. Through learning these skills and through developing personal competencies and qualities, graduates will be able to function effectively in office-related activities.

First Year

			Class	Lab	Cr. Hrs.
First Quarter					
*BUS	101	Elementary Keyboarding/Typewriting	3	2	4
BUS	110	Filing	3	0	3
ENG	101	English Composition I	3	0	3
BUS	106	Introduction to Business	5	0	5
HUM	123	Introduction to Humanities I	3	0	3
					18
Second Quarter					
BUS	102	Intermediate Keyboarding/Typewriting	2	3	3
BUS	104	Business Mathematics	5	0	5
ENG	102	English Composition II	3	0	3
EDP	101	Introduction to Computers	3	2	4
EDP	204	Electronic Word Processing I	3	0	3
					18
Third Quarter					
BUS	103	Advanced Keyboarding/Typewriting	2	3	3
BUS	108	Personal Finance	5	0	5
BUS	271	Office Management	3	0	3
**SPH	102	Voice and Diction	3	0	3
EDP	206	Electronic Word Processing II	2	3	3
		Elective (Soc. Sci. or Humanities)	3	0	3
					20

Second Year

First Quarter					
BUS	115	Business Law I	3	0	3
BUS	211	Marketing	5	0	5
BUS	221	Transcription I	3	2	4
ECO	201	Principles of Economics I	3	0	3
		Elective (General)	3	0	3
					18
Second Quarter					
BUS	116	Business Law II	3	0	3
BUS	210	Electronic Calculators	1	2	2
BUS	124	Payroll Accounting	3	0	3
BUS	229	Taxes	3	2	4
***ECO	202	Principles of Economics II	3	0	3
ENG	209	Business Communications	3	0	3
					18

Third Quarter					
***BUS	109	Interpersonal Relations	3	1	3
BUS	213	Typewriting for Speed	3	1	3
BUS	214	Office Procedures	3	2	4
+BUS	212	Bookkeeping	3	2	4
		+ +Elective (Nat. Sci. or Math)	3	0-3	3-4
					17-18
Total Hours Required for Graduation					109 or 110

* Elective hours may be substituted for BUS 101 if the student, with the permission of the instructor, successfully completes BUS 102.
** Evening students may substitute SPH 201.
*** Six hours of Cooperative Education may be substituted for BUS 109 and ECO 202.
\+ BUS 203 may be substituted.
+ + MAT 121 or higher must be taken when choosing a math elective.

HOTEL AND RESTAURANT MANAGEMENT (T-025)

Associate in Applied Science Degree

The Hotel and Restaurant Management curriculum prepares students to work as supervisory and management personnel in hotels, restaurants, and clubs. Areas of study include front office management, accounting, sales promotion, food and beverage control, personnel management, and food preparation and service. Students may also participate in an internship program in the field to acquire industry experience under the direction of a qualified manager and a college supervisor.

The graduate may be employed by hotels, clubs, airlines, restaurants, colleges, schools, convalescent homes, government services, and hospitals.

NOTE: The Hotel and Restaurant Management (HRM) courses listed in the curriculum outline below are offered only at College of The Albemarle's Dare County Campus. The general education courses are also available at the main campus in Elizabeth City.

First Year

			Class	Lab	Cr. Hrs.
First Quarter					
BUS	101	Elementary Keyboarding/Typewriting	3	2	4
BUS	104	Business Mathematics	5	0	5
ENG	101	English Composition I	3	0	3
		**Elective (General)	3	0	3
		*Specialized Course			3
					18
Second Quarter					
BUS	210	Electronic Calculators	1	2	2
BUS	203	Principles of Accounting I	3	3	4
BUS	115	Business Law I	3	0	3
EDP	101	Introduction to Computers	3	2	4
ENG	102	English Composition II	3	0	3
		*Specialized Course			3
					19
Third Quarter					
BUS	272	Principles of Supervision	3	0	3
BUS	204	Principles of Accounting II	3	3	4
HEA	223	First Aid and Safety Education	3	0	3
		*Specialized Course			3
		*Specialized Course			3
					16
Summer Quarter					
		**Elective (General)	3	0	3
		*Specialized Course			4
					7

Second Year

First Quarter					
PSY	201	General Psychology I	3	0	3
SPH	201	Public Speaking	3	0	3
EDP	205	Computerized Accounting	3	0	3
		**Elective (General)	3	0	3
		Elective (Soc. Sci. or Humanities)	3	0	3
		*Specialized Course			3
					18
Second Quarter					
BUS	235	Business Management	3	0	3
ENG	209	Business Communications	3	0	3
PSY	202	General Psychology II	3	0	3
		*Specialized Course			3
		*Specialized Course			4
					16

Third Quarter					
BUS	211	Marketing	5	0	5
BUS	243	Advertising	3	0	3
MAT	211	Elementary Statistics	5	0	5
		*Specialized Course			4
		*Specialized Course			3
					20

Total Credit Hours Required for Graduation 114

*Specialized Hotel and Restaurant Management courses are listed below.

			Class	Lab	Cr. Hrs.
HRM	103	Intro. to the Hospitality Industry	3	0	3
HRM	104	Front Office Procedures	3	3	4
HRM	105	Laws of the Hospitality Industry	3	0	3
HRM	107	Food Cost Accounting	2	3	3
HRM	110	Sanitation and Safety	3	0	3
HRM	207	Properties Management	3	0	3
HRM	208	Menu Planning	3	0	3
HRM	209	Food Purchasing	3	2	4
HRM	211	Beverage Operation	3	2	4
HRM	213	Hospitality Business Management	3	0	3

** Six hours of Cooperative Education will be substituted for Elective (General).

MECHANICAL DRAFTING AND DESIGN TECHNOLOGY (T-043)

Associate in Applied Science Degree

The Mechanical Drafting and Design Technology curriculum prepares technicians for drafting and/or designing mechanical parts, mechanisms, and mechanical systems. Emphasis is on developing students' ability to think and plan as well as developing their drafting and design skills. Computer Aided Drafting (CAD) and conventional equipment are used to produce drawings such as sectional views, subassemblies, and major components of machinery and mechanical systems.

Course work includes the study of technical drafting and design, materials, applied mechanics, mechanical systems, manufacturing methods, manufacturing processes, applied physics, technical mathematics, descriptive geometry, computer applications, and written and oral communications.

Mechanical drafting and design technicians are employed in many types of manufacturing, fabrication, research and development, and service industries.

First Year

			Class	Lab	Cr. Hrs.
First Quarter					
DFT	101	Engineering Drawing I	4	2	5
DES	101	Tools, Materials, and Processes I	3	0	3
ENG	101	English Composition I	3	0	3
*MAT	104	Technical Math I	5	0	5
					16
Second Quarter					
DFT	102	Engineering Drawing II	4	2	5
DES	102	Tools, Materials, and Processes II	3	2	4
*MAT	105	Technical Math II	4	0	4
**DFT	104	Electronic Drafting	1	2	2
ENG	102	English Composition II	3	0	3
					18
Third Quarter					
DFT	103	Engineering Drawing III	4	2	5
*MAT	106	Technical Math III	3	0	3
DFT	207	Architectural Drawing I	4	2	5
		Elective (Soc. Sci. or Humanities)	3	0	3
					16
Summer Quarter					
DFT	204	Technical Illustrations	4	2	5
DFT	208	Architectural Drawing II	4	2	5
**DFT	210	Printed Circuit Board Layout and Design	3	3	4
		Elective (Soc. Sci.)	3	0	3
					17

Second Year

First Quarter					
DFT	201	Advanced Engineering Graphics I	4	2	5
***PHY	201	General Physics I	3	3	4
DFT	214	Jigs and Fixtures	4	2	5
DFT	205	Descriptive Geometry I	4	2	5
					19
Second Quarter					
DFT	202	Advanced Engineering Graphics II	4	2	5
***PHY	202	General Physics II	3	3	4
DFT	216	Descriptive Geometry II	4	2	5
TEC	201	Technical Report Writing I	2	0	2
		Elective (Humanities)	3	0	3
					19

Third Quarter

DFT	203	Advanced Engineering Graphics III	4	2	5
***PHY	203	General Physics III	3	3	4
DFT	206	Design Drafting	4	2	5
TEC	202	Technical Report Writing II	2	0	2
					16

Total Hours Required for Graduation 118 or 121
(Depends on Math Sequence)

* MAT 121-123 may be substituted for MAT 104-106. Elective hours may be substituted for MAT 104 if performance on the mathematics segment of the placement test indicates the student may be exempt.

** Six hours of Cooperative Education may be substituted for DFT 104 and DFT 210.

*** PHS 101-103 may be substituted for PHY 201-203.

MEDICAL OFFICE TECHNOLOGY (T-032)

Associate in Applied Science Degree

The Medical Office Technology curriculum prepares individuals to enter the medical secretary profession. Medical secretaries perform secretarial duties utilizing their knowledge of medical terminology and medical office and/or laboratory procedures. Students in the curriculum develop skills in processing medical documents using computerized functions and/or manual functions. Other duties performed in the medical office and taught in this curriculum include compiling and recording medical charts, reports, case histories, and correspondence using the typewriter or automated office equipment; scheduling appointments; and preparing and sending bills to patients. Graduates of the curriculum may find employment opportunities with medical supply and equipment manufacturers, medical laboratories, physicians' offices, hospitals, and other medical care providers.

First Year

First Quarter			Class	Lab	Cr. Hrs.
*BUS	101	Elementary Keyboarding/Typewriting	3	2	4
ENG	101	English Composition I	3	0	3
BUS	106	Introduction to Business	5	0	5
BUS	110	Filing	3	0	3
EDP	101	Introduction to Computers	3	2	4
					19

Second Quarter

BUS	102	Intermediate Keyboarding/Typewriting	2	3	3
ENG	102	English Composition II	3	0	3
BUS	104	Business Mathematics	5	0	5
*BUS	111	Elementary Shorthand	5	0	5
EDP	204	Electronic Word Processing I	3	0	3
					19

Third Quarter

BUS	103	Advanced Keyboarding/Typewriting	2	3	3
BUS	108	Personal Finance	5	0	5
BUS	112	Intermediate Shorthand	3	2	4
**BUS	109	Interpersonal Relations	3	1	3
EDP	206	Electronic Word Processing II	2	3	3
					18

Summer Quarter

ECO	201	Principles of Economics I (MQ 1)	3	0	3
BUS	210	Electronic Calculators	1	2	2
		***Elective (Nat. Sci. or Math)	3	0-3	3-4
		Elective (Soc. Sci. or Humanities)	3	0	3
					11-12

Second Year

First Quarter

BUS	115	Business Law I	3	0	3
BUS	113	Advanced Shorthand	3	2	4
BUS	221	Transcription I	3	2	4
PSY	201	General Psychology I	3	0	3
HUM	123	Introduction to Humanities I	3	0	3
					17

Second Quarter

SPH	102	Voice and Diction	3	0	3
ENG	209	Business Communications	3	0	3
BUS	222	Transcription II	3	2	4
BUS	215	Medical Terminology & Vocabulary I	3	0	3
BUS	124	Payroll Accounting	3	0	3
					16

Third Quarter

BUS	212	Bookkeeping	3	2	4
BUS	213	Typewriting for Speed	3	1	3
BUS	223	Transcription III	3	2	4
BUS	214	Office Procedures	3	2	4
BUS	216	Medical Terminology & Vocabulary II	3	0	3
					18

Total Hours Required for Graduation 118-119
(Depends on Natural Science or Math Elective)

* Elective hours may be substituted for BUS 101 and/or BUS 111 if the student, with the permission of the instructor, successfully completes BUS 102 and/or BUS 112.

** Three hours of Cooperative Education may be substituted for BUS 109.

*** MAT 121 or higher must be taken when choosing a math elective.

MICROCOMPUTER SYSTEMS TECHNOLOGY (See pages 57-58)

POSTAL SERVICE TECHNOLOGY (T-141)

Associate in Applied Science Degree

The Postal Service Technology program is designed to provide present and future employees of the U.S. Postal Service with opportunities for advancement. Graduates of the program will be prepared to function effectively in a variety of positions. The course of study includes postal organization, mail processing, employee and customer services, mail delivery and collection, problem analysis, related business/management subjects, and general education courses.

Applicants for Postal Service employment must pass a civil service examination and be placed on a federal register before they can be employed.

The specialized courses listed below are only taught at night as part of the college's Evening Program; therefore, the degree requirements probably cannot be completed within two years. Also, the frequency and variety of specialized course offerings are based on demand for the courses as indicated by enrollment.

First Year

First Quarter			Class	Lab	Cr. Hrs.
BUS	101	Elementary Keyboarding/Typewriting	3	2	4
BUS	106	Introduction to Business	5	0	5
ECO	201	Principles of Economics I	3	0	3
ENG	101	English Composition I	3	0	3
		*Specialized Course	3	0	3
					18
Second Quarter					
BUS	104	Business Mathematics	5	0	5
ECO	202	Principles of Economics II	3	0	3
ENG	102	English Composition II	3	0	3
EDP	101	Introduction to Computers	3	2	4
		*Specialized Course	3	0	3
					18
Third Quarter					
BUS	210	Electronic Calculators	1	2	2
BUS	271	Office Management	3	0	3
BUS	272	Principles of Supervision	3	0	3
EDP	109	BASIC I	3	3	4
		Elective (General)	3	0	3
		*Specialized Course	3	0	3
					18

Second Year

First Quarter					
BUS	203	Principles of Accounting I	3	3	4
EDP	136	Microcomputer Operations	3	3	4
BUS	115	Business Law I	3	0	3
		*Specialized Course	3	0	3
		*Specialized Course	3	0	3
					17
Second Quarter					
BUS	204	Principles of Accounting II	3	3	4
BUS	116	Business Law II	3	0	3
PSY	201	General Psychology I	3	0	3
SPH	201	Public Speaking	3	0	3
		Elective (General)	3	0	3
		*Specialized Course	3	0	3
					19
Third Quarter					
PSY	202	General Psychology II	3	0	3
MAT	211	Elementary Statistics	5	0	5
		*Specialized Course	3	0	3
		*Specialized Course	3	0	3
		*Specialized Course	3	0	3
					17

Total Credit Hours Required for Graduation 107

*Specialized Postal Service courses are listed below.

			Class	Lab	Cr. Hrs.
POS	101	Postal History and Organization	3	0	3
POS	103	Mail Processing I	3	0	3
POS	105	Mail Processing II	3	0	3
POS	201	Postal Labor-Management Relations	3	0	3
POS	202	Postal Service Finance	3	0	3
POS	203	Postal Employee Services	3	0	3
POS	205	Postal Delivery and Collection	3	0	3
POS	206	Postal Customer Services	3	0	3
POS	208	Postal Problems Analysis	3	0	3

REAL ESTATE (Technical Specialty) (T-166)

Certificate

The Real Estate (Technical Specialty) curriculum provides the pre-licensing education requirements needed for real estate salespersons and brokers. After successfully completing the Fundamentals of Real Estate course, students may apply to the Real Estate Commission to take the salesperson examination. After successfully completing all courses in the curriculum, students may apply to take the brokers examination.

First Year

First Quarter			Class	Lab	Cr. Hrs.
REA	101	Fundamentals of Real Estate	3	0	3
REA	104	Real Estate Math	3	0	3
					6
Second Quarter					
REA	102	Real Estate Law	3	0	3
REA	103	Brokerage Operation	3	0	3
					6
Third Quarter					
REA	219	Real Estate Finance	5	0	5
BUS	272	Principles of Supervision	3	0	3
					8
Total Credit Hours Required for Certificate					20

REAL ESTATE APPRAISAL (T-224)

Certificate

The Real Estate Appraisal curriculum provides the pre-licensing and the pre-certification appraisal education requirements approved by the North Carolina Real Estate Commission.

The courses required by the North Carolina Real Estate Commission for pre-licensing as a state-licensed appraiser and for pre-licensing as a state-certified appraiser are included in this curriculum. Courses in this curriculum must be completed in sequential order.

A good math background is important in the Real Estate Appraisal program. Students should also be competent in basic algebra before taking Advanced Income Capitalization Procedures.

In addition to meeting the education requirements to become a state-licensed appraiser and/or a state-certified appraiser, individuals must pass the appraisal examinations given by the North Carolina Real Estate Commission and meet the appraisal experience requirements.

First Year

First Quarter			Class	Lab	Cr. Hrs.
First Five Weeks					
REA	117	Introduction to Real Estate Appraisal (R-1)	3	0	3
Second Five Weeks					
REA	118	Valuation Principles and Procedures (R-2)	3	0	3
					6
Second Quarter					
First Five Weeks					
REA	119	Applied Residential Property Valuation (R-3)	3	0	3
Second Five Weeks					
REA	251	Introduction to Income Property Appraisal (G-1)	3	0	3
					6
Third Quarter					
First Five Weeks					
REA	252	Advanced Income Capitalization Procedures (G-2)	3	0	3
Second Five Weeks					
REA	253	Applied Income Property Valuation (G-3)	3	0	3
					6
Total Credit Hours Required for Certificate					18

VOCATIONAL PROGRAMS

Vocational programs are designed for those students wishing to acquire the vocational competency required for particular occupations.

Courses are designed to prepare students for initial employment, to retrain students for new careers, and to advance students in a vocation. Safety and good work habits are stressed in all vocational programs. Students are expected to acquire the skills and technical knowledge which become assets for employment in business and industry.

The following vocational programs, which are generally one year in duration and lead to a diploma, are offered at College of The Albemarle:

Advanced Machinist	(V-134)
Air Conditioning, Heating, and Refrigeration	(V-024)
Automotive Mechanics	(V-003)
Cosmetology	(V-009)
Electrical Installation and Maintenance	(V-018)
Light Construction	(V-029)
Machinist	(V-032)
Nursing Assistant	(V-072)
Practical Nursing	(V-038)

Students attending vocational trade classes receive a letter grade on each course after completing the minimum number of clock hours specified for each course (see the course descriptions) and/or performing satisfactorily on the final examination.

Program requirements are detailed on the following pages. Deviations from the requirements must be approved by the appropriate department chairperson, the Associate Dean of Occupational Education, and the Dean of Instruction.

Apprenticeship

All vocational programs may be considered pre-apprenticeship programs.

Safety

Safety is stressed at all times in the vocational programs. If students are incapable of safe conduct in the shops or if they willfully and flagrantly violate the safety rules of the shops and become safety hazards to themselves and/or to their classmates, they may be suspended immediately from their program of study. All suspensions of this type must be approved by the Associate Dean of Occupational Education and the Dean of Instruction.

Evening Classes

Since evening vocational classes meet for fewer hours per week than equivalent day classes, evening students must attend class for more than one quarter to complete the minimum clock hours and receive credit for the course.

Grade reports listing satisfactory or unsatisfactory progress and total clock hours completed are sent to students at the end of each quarter until the students have satisfactorily completed the course. Course segments will be noted on permanent records by the suffix "A," "B," or "C" on the course number.

Hours Per Week

The programs described on the following pages include listings of hours of instruction per week. The hours listed are the minimum number each student will spend in instructional activities each week.

Class — refers to the time spent in classroom instruction.

Lab — refers to the time spent in laboratory instruction or experimentation.

Shop or Clinical Practice — refers to shop practice or clinical practice which takes place in institutional laboratories or approved clinical facilities wherein students are involved in the supervised practice of learning experiences.

ADVANCED MACHINIST (V-134)

The Advanced Machinist program provides an opportunity for machinists to further their machine skills training, including the use of computer numerical control (CNC) equipment. Students accepted for the Advanced Machinist curriculum must have completed the V-032 Machinist curriculum or be able to demonstrate journeyman-level machinist skills. They should also be recommended as having the aptitude, interest, and ability to profit from advanced training.

			Hours Per Week			Cr.
First Quarter			Class	Lab	Shop Pract.	Hrs. Equiv.
DFT	101	Engineering Drawing I	4	2	0	5
DES	101	Materials, Tools, and Processes I	3	0	0	3
EDP	101	Introduction to Computers	3	2	0	4
MEC	1272	Fundamentals of Numerical Control	3	6	6	8
						20
Second Quarter						
MEC	1260	Precision Machining I	3	0	15	8
DFT	102	Engineering Drawing II	4	2	0	5
DES	102	Materials, Tools, and Processes II	3	2	0	4
						17
Third Quarter						
MEC	1265	Precision Machining II	3	0	15	8
*DFT	103	Engineering Drawing III	4	2	0	5
		Elective	3	0	0	3
						16
Fourth Quarter						
MEC	1275	Jig & Fixture Building	2	4	6	6
MEC	1280	Die Making	2	4	6	6
HUM	123	Introduction to Humanities I (MQ 1)	3	0	0	3
HUM	124	Introduction to Humanities II (MQ 2)	3	0	0	3
						18
Total Credit Hours Required for Graduation						71

* Five hours of Cooperative Education may be substituted for DFT 103.

AIR CONDITIONING, HEATING, AND REFRIGERATION (V-024)

The Air Conditioning, Heating, and Refrigeration curriculum develops students' understanding of the basic principles involved in the construction, installation, operation, and maintenance of climate control equipment. Courses in blueprint reading, duct construction, welding, circuits and controls, math, science, and general education are included to help provide supporting skills necessary for the mechanic to function successfully in the trade.

The air conditioning, heating, and refrigeration mechanic installs, maintains, services, and repairs environmental control systems in residences, department and food stores, office buildings, industries, restaurants, institutions, and commercial establishments. Job opportunities exist with companies which specialize in air conditioning, heating, and commercial refrigeration installation and service. Graduates should be able to assist in installing mechanical equipment, duct work, and electrical controls necessary in residential and commercial projects. With experience, graduates should be able to service various air conditioning, heating, and refrigeration components; troubleshoot systems; and provide the preventive maintenance required on mechanical equipment. Employment opportunities may be available in the areas of maintenance, installation, sales, and service in the field of air conditioning, heating, and cooling.

			Hours Per Week			Cr.
First Quarter			Class	Lab	Shop Pract.	Hrs. Equiv.
ENG	1020	Reading Improvement	2	0	0	2
AHR	1120	Principles of Refrigeration and Air Conditioning	5	0	15	10
MAT	1000	Fundamentals of Mathematics	5	0	0	5
DFT	1104	Blueprint Reading: Mechanical	0	0	3	1
						18

Second Quarter						
AHR	1122	Domestic and Commercial Refrigeration	3	0	12	7
ENG	1030	Communication Skills	2	0	0	2
ELC	1102	Applied Electricity	2	0	3	3
MAT	1010	Vocational Mathematics	3	0	0	3
DFT	1116	Blueprint Reading: Air Conditioning	1	0	3	2
						17
Third Quarter						
AHR	1125	Principles of Air Conditioning and Heating	3	0	12	7
AHR	1128	Automatic Controls I	3	0	6	5
HUM	1100	Technology In A Changing World	2	0	0	2
WLD	1101	Basic Gas Welding	0	0	3	1
						15
Fourth Quarter						
AHR	1124	Air Conditioning and Refrigeration Servicing	3	0	6	5
AHR	1129	Automatic Controls II	3	0	6	5
MEC	1120	Duct Construction and Maintenance	3	0	6	5
*BUS	1103	Small Business Operations	2	0	0	2
						17
Total Credit Hours Required for Graduation						67

* Two hours of Cooperative Education may be substituted for BUS 1103.

AUTOMOTIVE MECHANICS (V-003)

The Automotive Mechanics curriculum provides a training program for developing the basic knowledge and skills needed to inspect, diagnose, repair, and adjust automotive vehicles. Manual skills are developed in practical shop work. Technical understanding of the operating principles involved in the modern automobile are taught through class assignments, discussions, and shop practice.

Automobile mechanics maintain and repair mechanical, electrical, and body parts of passenger cars, trucks, and buses. In some communities and rural areas, automobile mechanics also may service tractors or marine engines and other gasoline-powered equipment. Mechanics inspect and test to determine the causes of faulty operation. They repair or replace defective parts to restore the vehicle or machine to proper operating condition and use shop manuals and other technical publications as references for technical data. Persons completing this curriculum may be employed by franchised automobile dealers or independent garages or may start their own business.

			Hours Per Week			Cr.
			Class	Lab	Shop Pract.	Hrs. Equiv.
First Quarter						
AUT	1100	Internal Combustion Engines	3	0	15	8
MAT	1000	Fundamentals of Mathematics	5	0	0	5
DFT	1000	Blueprint Reading I	4	0	0	4
ENG	1020	Reading Improvement	2	0	0	2
						19
Second Quarter						
AUT	1115	Auto Fuel and Emissions Systems	3	4	3	6
AUT	1110	Auto Electrical Systems	3	4	3	6
MAT	1010	Vocational Mathematics	3	0	0	3
PHY	1040	Applied Physics I	1	2	0	2
ENG	1030	Communication Skills	2	0	0	2
						19
Third Quarter						
AUT	1124	Auto Transmission and Drive Trains	3	0	18	9
HUM	1100	Technology In A Changing World	2	0	0	2
PHY	1050	Applied Physics II	1	2	0	2
AUT	1112	Auto Electronics Systems	3	2	0	4
						17
Fourth Quarter						
AUT	1123	Brakes, Chassis, and Suspension	3	0	6	5
AUT	1140	Automotive Air Conditioning	2	0	6	4
*PHY	1060	Applied Physics III	1	2	0	2
AUT	1125	Automotive Servicing	3	2	3	5
						16
Total Credit Hours Required for Graduation						71

* Two hours of Cooperative Education may be substituted for PHY 1060.

A certificate program in Automotive Mechanics is offered at the Maple Correctional Unit in Currituck County. Certificates are awarded to inmates when they successfully complete each of the following courses:

First Quarter			Class	Hours Per Week Lab	Shop Pract.	Cr. Hrs. Equiv.
AUT	1100	Internal Combustion Engines	3	0	15	8
AUT	1110	Auto Electrical Systems	3	4	3	6
						14
Second Quarter						
AUT	1115	Auto Fuel and Emission Systems	3	4	3	6
AUT	1123	Brakes, Chassis, and Suspension	3	0	6	5
AUT	1140	Automotive Air Conditioning	2	0	6	4
						15
Third Quarter						
AUT	1124	Auto Transmissions and Drive Trains	3	0	18	9
AUT	1125	Automotive Servicing	3	2	3	5
						14

COSMETOLOGY (V-009)

The field of cosmetology is based on scientific principles. Students completing this program and successfully passing a comprehensive examination administered by the North Carolina State Board of Cosmetic Arts are awarded a cosmetology license. Cosmetologists are called on to advise men and women on problems of make-up and care of the hair, skin, and hands including the nails. Employment opportunities are available in beauty salons, private clubs, department stores, and women's specialty shops. Some cosmetologists may also set up their own business.

The Cosmetology curriculum provides instruction and practice in manicuring, shampooing, permanent waving, facials, massages, scalp treatments, hair cutting and styling, and wig service.

The attendance policy in the Cosmetology program may differ from that of the college due to requirements set by the N.C. State Board of Cosmetology.

A diploma is awarded students who successfully complete all courses listed below in the first four quarters and 1,200 cosmetology clock hours. The North Carolina State Board of Cosmetology requires students who graduate with a diploma to work a six-month apprenticeship after they pass the licensing examination.

An advanced diploma may be awarded students who successfully complete the diploma requirements plus 300 additional cosmetology clock hours listed below in the fifth quarter. Students receive their cosmetology license upon passing the licensing examination administered by the North Carolina State Board of Cosmetology.

First Quarter			Class	Hours Per Week Lab	Clin. Pract.	Cr. Hrs. Equiv.
ART	1111	Visual Concepts	1	2	0	2
COS	1001	Introduction to Cosmetology	5	0	0	5
COS	1011	Mannequin Practice	0	0	24	8
ENG	1020	Reading Improvement	2	0	0	2
						17
Second Quarter						
COS	1002	Scientific Study I	5	0	0	5
COS	1022	Clinical Application I	0	0	24	8
MAT	1050	Math for Cosmetology	4	0	0	4
						17
Third Quarter						
COS	1003	Scientific Study II	5	0	0	5
COS	1033	Clinical Application II	0	0	24	8
ENG	1030	Communication Skills	2	0	0	2
						15
Fourth Quarter						
BUS	1103	Small Business Operations	2	0	0	2
COS	1004	Scientific Study III	5	0	0	5
COS	1044	Clinical Application III	0	0	24	8
						15
Fifth Quarter (Optional)						
COS	1005	Scientific Study IV	5	0	0	5
COS	1055	Clinical Practice IV	0	0	24	8
						13
Total Credit Hours Required for Graduation						64 or 77

ELECTRICAL INSTALLATION AND MAINTENANCE (V-018)

The Electrical Installation and Maintenance curriculum is designed to provide a training program in the basic knowledge, fundamentals, and practices involved

in the electrical trades. A large segment of the program is laboratory and shop instruction designed to give students practical knowledge and application experience in the fundamentals taught in class.

Graduates of this curriculum are qualified to enter an electrical trade as an on-the-job trainee or apprentice assisting in the layout, installation, check out, and maintenance of systems in residential, commercial, or industrial settings.

			Hours Per Week		Cr.
First Quarter		Class	Lab	Shop Pract.	Hrs. Equiv.
ENG	1020 Reading Improvement	2	0	0	2
MAT	1000 Fundamentals of Math	5	0	0	5
ELC	1510 Fundamentals of Electrical Installation I	5	0	15	10
DFT	1135 Blueprint Reading: Electrical I	2	0	0	2
					19
Second Quarter					
ENG	1030 Communication Skills	2	0	0	2
MAT	1010 Vocational Math	3	0	0	3
ELC	1520 Fundamentals of Electrical Installation II	2	0	6	4
ELC	1522 Residential Installation	5	0	9	8
DFT	1136 Blueprint Reading: Electrical II	2	0	0	2
					19
Third Quarter					
ELC	1530 Fundamentals of Electrical Installation III	5	0	6	7
ELC	1532 Commercial Installation	5	0	12	9
HUM	1100 Technology In A Changing World	2	0	0	2
					18
Fourth Quarter					
ELC	1540 Marine and Industrial Installations	3	0	9	6
ELC	1542 Electric Motors and Controls	5	0	9	8
*BUS	1103 Small Business Operations	2	0	0	2
					16
Total Credit Hours Required for Graduation					72

* Two hours of Cooperative Education may be substituted for BUS 1103.

LIGHT CONSTRUCTION (V-029)

The Light Construction curriculum prepares individuals for employment in the building trades industry. Instruction is provided in carpentry, masonry, electrical wiring, and plumbing. Students study applied mathematics, blueprint reading and sketching, safety, and other related subjects. They learn the methods used in laying out a small structure, mixing and pouring cement, rough framing, laying brick and block, roofing, and exterior finishing.

Graduates may be employed by home builders or commercial building contractors. They may enter the building trades as apprentices or work as building maintenance mechanics in small industries or in public buildings including schools, hospitals, and apartment houses. After sufficient experience in the trade, some graduates may establish their own business.

			Hours Per Week		Cr.
First Quarter		Class	Lab	Shop Pract.	Hrs. Equiv.
MAT	1000 Fundamentals of Mathematics	5	0	0	5
MAS	1101 General Masonry	2	0	15	7
ENG	1020 Reading Improvement	2	0	0	2
DFT	1102 Construction Drawing I	3	3	0	4
					18
Second Quarter					
MAT	1010 Vocational Mathematics	3	0	0	3
ENG	1030 Communication Skills	2	0	0	2
CAR	1101 Carpentry I	3	0	12	7
ELC	1123 Electrical Installation	1	0	3	2
PLU	1115 Plumbing Installations	2	0	3	3
					17
Third Quarter					
HUM	1100 Technology In A Changing World	2	0	0	2
CAR	1102 Carpentry II	5	0	15	10
DFT	1145 Specifications and Contracts	3	0	0	3
DFT	1103 Construction Drawing II	3	3	0	4
					19
Fourth Quarter					
CAR	1124 Residential and Community Construction	2	0	18	8
MAT	1112 Construction Estimating	3	0	0	3
MEC	1135 Mechanical Installations	2	0	3	3
*BUS	1103 Small Business Operations	2	0	0	2
					16
Total Credit Hours Required for Graduation					70

* Two hours of Cooperative Education may be substituted for BUS 1103.

MACHINIST (V-032)

The Machinist curriculum provides individuals an opportunity to acquire the basic skills and related technical information necessary for employment as a machinist, a skilled metalworker who shapes metal by using machine tools and hand tools. Machinists must be able to set up and operate the machine tools found in a modern shop. They must also be able to select the proper tools and materials required for each job and to plan the cutting and finishing operations in their proper order so that the work can be finished according to blueprint or written specifications. Machinists make computations relating to dimensions of work, tooling, feeds, and speeds of machining. Precision measuring instruments are used to measure the accuracy of work. The machinist also must know the characteristics of metals so that the annealing and hardening of tools and metal parts can be accomplished in the process of turning a block of metal into an intricate, precise part.

			Hours Per Week		Cr.
				Shop	Hr.
First Quarter		Class	Lab	Pract.	Equiv.
MEC	1200	Machine Shop Theory and Practice I	3	0 15	8
MAT	1000	Fundamentals of Mathematics	5	0 0	5
DFT	1000	Blueprint Reading I	4	0 0	4
ENG	1020	Reading Improvement	2	0 0	2
					19
Second Quarter					
MEC	1210	Machine Shop Theory and Practice II	2	0 12	6
MAT	1010	Vocational Mathematics	3	0 0	3
PHY	1040	Applied Physics I	1	2 0	2
MEC	1250	Structure of Metals I	3	0 0	3
ENG	1030	Communication Skills	2	0 0	2
DFT	1010	Blueprint Reading II	3	0 0	3
					19
Third Quarter					
MEC	1220	Machine Shop Theory and Practice III	2	0 12	6
MAT	1020	Geometry and Trigonometry	3	0 0	3
HUM	1100	Technology In A Changing World	2	0 0	2
PHY	1050	Applied Physics II	1	2 0	2
WLD	1401	Basic Welding	2	0 3	3
DFT	1020	Blueprint Reading III	3	0 0	3
					19
Fourth Quarter					
MEC	1230	Machine Shop Theory and Practice IV	3	0 15	8
MEC	1255	Structure of Metals II	3	0 0	3
MAT	1030	Machinist Mathematics	3	0 0	3
DFT	1030	Blueprint Reading IV	2	0 0	2
*PHY	1060	Applied Physics III	1	2 0	2
					18
Total Credit Hours Required for Graduation					75

* Two hours of Cooperative Education may be substituted for PHY 1060.

NURSING ASSISTANT (V-072)

The Nursing Assistant program prepares graduates to assist registered and practical nurses and physicians in carrying out nursing care and services for patients. The nursing assistant performs health care procedures such as bathing and feeding patients; providing comfort measures; positioning patients; preparing patients for physical examinations and special tests; observing and recording vital signs; admitting, transferring and discharging patients; and collecting specimens.

Graduates may be employed in homes, hospitals, clinics, doctors' offices, nursing homes, and extended care facilities.

Individuals desiring a career as a nursing assistant should, if possible, take English, biology, and social science courses prior to entering the program.

					Cr.
				Clin.	Hrs.
First Quarter		Class	Lab	Pract.	Equiv.
NUR	3023	Nursing Assistant I	2	2 6	5
NUR	3024	Nursing Assistant II	3	4 9	8
NUR	3025	Home Care	2	2 0	3
Total Credit Hours Required for Certificate					16

PRACTICAL NURSING (V-038)

Graduates of the Practical Nursing curriculum are prepared to take the National Council Licensure Examination required to practice as a licensed practical nurse. The Practical Nursing curriculum is designed to

develop competencies in the following five components of practice as defined by the North Carolina Nursing Practice Act, 1987: participating in assessing the patient's physical and mental health including the patient's reaction to illnesses and treatment regimens; recording and reporting the results of the nursing assessment; participating in implementing the health care plan developed by the registered nurse and/or prescribed by any person authorized by State law to prescribe such a plan; performing tasks delegated by and performed under the supervision or under the orders or directions of a registered nurse, physician licensed to practice medicine, dentist, or other person authorized by State law to provide such supervision; reinforcing the teaching and counseling of a registered nurse, physician licensed to practice medicine in North Carolina, or dentist; and reporting and recording the nursing care rendered and the patient's response to that care.

			Hours Per Week			Cr.
First Quarter			**Class**	**Lab**	**Clin. Pract.**	**Hrs. Equiv.**
BIO	1510	The Human Body: Structure and Function	6	0	0	6
NUR	1001	Basic Concepts in Practical Nursing	7	4	3	10
PSY	201	General Psychology I	3	0	0	3
						19
Second Quarter						
ENG	101	English Composition I	3	0	0	3
NUR	1002	Common Adaptations	7	2	15	13
PHM	101	Pharmacology I	3	0	0	3
						19
Third Quarter						
NUR	1003	Nursing Across the Lifespan I	8	2	18	15
PHM	102	Pharmacology II	3	0	0	3
						18
Fourth Quarter						
NUR	1004	Nursing Across the Lifespan II	7	2	18	14
NUR	1005	Contemporary Issues in Practical Nursing	2	2	0	3
HEA	223	First Aid and Safety Education	3	0	0	3
						20
Total Credit Hours Required for Graduation						76

COOPERATIVE EDUCATION

Cooperative Education provides students an opportunity to earn college credits for employment related to the curriculum in which they are enrolled as well as to make a student's educational program more relevant and meaningful by integrating classroom study with a planned and supervised work experience. Participation in Cooperative Education is open to students in most transfer, technical, and vocational programs.

The Director of Cooperative Education is responsible for locating and/or approving appropriate co-op assignments for students applying to enter the program. If a student has a curriculum-related job, that job may be used for a co-op assignment if it is approved as a valid work experience by the Director of Cooperative Education and by the student's employer.

College of The Albemarle offers the following two types of co-op work experience: the parallel plan and the alternating plan. The parallel plan allows the student to attend school part of the day and to work in a curriculum-related job when not in class. The alternating plan allows the student to work full-time during the summer break between the freshman and sophomore year.

Eligibility

All students who are enrolled in programs which qualify for Cooperative Education and who have completed 12 or more credit hours in their curriculum area are eligible for co-op if they meet the following requirements:

1. Are enrolled in six or more credit hours of college courses;
2. Have a grade point average of 2.0 ("C") or better; and

3. Have the approval of an instructor in the student's program of study and the approval of the Director of Cooperative Education.

Application Procedure

Interested students should obtain an application form from the Cooperative Education Office and schedule an interview with the Director of Cooperative Education. Acceptance in the Cooperative Education program is based on the student's application, college transcript, and availability of appropriate employment.

Academic Credit

Credit hours for Cooperative Education work periods are determined by the number of hours worked per quarter. Students working an average of 10 hours weekly (110 per quarter) earn one hour of credit per quarter; students working an average of 20 or more hours weekly (220 or more per quarter) earn two hours of credit per quarter. Students in the technical and vocational programs may earn up to a total of six hours of credit. In most technical and vocational programs, Cooperative Education may be used to satisfy general elective requirements or may be used as designated course substitutions. Students in the college transfer programs may earn up to six hours of add-on credit. (Credits do not satisfy degree requirements; however, participation in Cooperative Education is an educational experience and an asset to a student's transcript and resumé.)

Before officially registering for a co-op work experience course, the student must have a co-op job assignment and have written approval from the Director of Cooperative Education to register for the appropriate Cooperative Education course.

DEVELOPMENTAL EDUCATION

College of The Albemarle's Developmental Education courses are a key component of the college's "open-door" admissions policy. Some students seeking admission to the college's academic programs find themselves under-prepared. Developmental Education courses offer these students an opportunity for study which will prepare them to enter the curriculum of their choice with a good probability of success.

The academic needs of many under-prepared students often include strengthening their skills in reading, mathematics, grammar, and composition. Students enrolled in Developmental Education courses concentrate on their particular areas of weakness and may, at the same time, study specific curriculum courses which seem feasible in view of their needs and interests. This permits students to make some progress toward a degree while also correcting deficiencies.

Any student may register for Developmental Education courses; however, most students enroll in the courses through the Admissions Office's screening process. All those students who enroll in a two-year program of study, those who enroll in some one-year diploma programs, and those who have taken 12 or more hours of classes but are uncertain of a program of study are required to take a Placement Test Battery. Students who score below the designated minimum scores will be enrolled in Developmental Education courses for indicated course work. Completion of this course work is required prior to enrolling in specific courses or programs.

Students who place in two or more courses below the 100-level will be required to enroll in D-PSY 100 Applied Psychology, which has been designed to assist students in acquiring the skills needed for academic and life-long success. Students must complete this course prior to enrolling in a curriculum program.

The following is a list of Developmental Education courses:

Chemistry

D-CHM	100	Basic Chemistry	3(3-0)

English			
ENG	91	Grammar Fundamentals	5*(5-0)
ENG	92	Composition Fundamentals	5*(5-0)
Math			
MAT	90	Math Skills	3*(3-0)
MAT	91	Basic Mathematics	5*(5-0)
D-MAT	101	Basic Algebra I	3(3-0)
D-MAT	102	Basic Algebra II	3(3-0)
D-MAT	103	Basic Geometry	3(3-0)
Nursing			
D-NUR	100	Orientation to Nursing	2(2-0)
D-NUR	210	Test-taking Strategies for the Nursing Student I	1(1-0)
Orientation			
ORI	99	College Success Skills	3*(3-0)
Psychology			
D-PSY	100	Applied Psychology	3(3-0)
Reading			
RED	91	Fundamentals of Reading	5*(5-0)
D-RED	100	Advanced Reading	3(3-0)

NOTE: Credit hours for courses with a "D" prefix do not count toward Associate in Arts, Associate in Science, or Associate in Fine Arts degrees.

*Denotes Preparatory credit only (non-transferable).

EVENING PROGRAM

College of The Albemarle offers an Evening Program of courses leading to associate degrees and diplomas. These courses use the same or equally well-trained instructors, cover the same content, and carry the same college credit as courses taught during the college's regular day sessions. Credits for evening courses transfer to other institutions on the same basis as credits for College of The Albemarle courses offered during the day.

Evening Program courses are usually scheduled Monday through Thursday evenings and occasionally on Friday evenings. Courses which require three hours of lecture and/or laboratory per week usually meet once a week from 7:00 p.m. to 10:00 p.m. Courses which require more than three hours per week usually meet twice weekly.

Admission requirements and cost for all evening courses are the same as for courses offered during the day.

A schedule of the times and locations for evening courses and additional information are available from the Evening Program Director.

Continuing education (non-credit) classes are also offered during evening hours. For further information, refer to the section entitled Continuing Education Division.

LEARNING RESOURCES CENTER (LRC)

The Learning Resources Center, often called the library, is a multi-media service center where a variety of information resources, including audiovisual services, are provided for students, faculty and staff, and the community. The audiovisual services include circulating audiovisual equipment for classroom and community use.

More than 45,000 volumes and approximately 260 periodicals are available in the college's library. In addition to these materials, the library has cassette tapes, records, reference services, and a leisure reading collection. The library's catalog is on microfiche, with the most recent acquisitions in a supplementary card catalog. Two CD-ROM based indexes are available for student use, and the library is also a part of the North

Carolina Information Network which includes interlibrary loan services and computerized on-line database searching. The library offers inter-campus loans with the Dare County Campus. These services give students, faculty and staff, and the community varied resources within the college, the state, and beyond. A computer room, which houses four computers and a printer, provides students, faculty, and staff an opportunity for some personal computer use.

During the regular academic year when classes are in session, the library is open as follows:

Monday-Thursday	7:45 a.m. to 9:30 p.m.
Friday	7:45 a.m. to 4:00 p.m.

Two reference librarians are available in the evenings when the library is open. Upon request, the LRC Director or a member of the library staff will present a library orientation program in the use of library tools. Also, a course in library usage (LIB 100) is usually offered fall quarter.

VISITING ARTIST PROGRAM

The Visiting Artist Program is a cooperative effort of the North Carolina Arts Council and the North Carolina Department of Community Colleges. The purpose of the program is to expand the appreciation and to cultivate the arts in community colleges and the communities they serve. The Visiting Artist Program sponsors more than 40 artists throughout the state who present their art forms through public performances, demonstrations, and workshops rather than through regular classroom assignments.

Services of College of The Albemarle's Visiting Artist are available to schools, churches, civic groups, and other organizations as a public service. Arrangements to schedule a program may be made by calling 335-0821, extension 258 or 256, or by writing the Visiting Artist Program, College of The Albemarle, P.O. Box 2327, Elizabeth City, North Carolina 27906-2327.

CONTINUING EDUCATION DIVISION

One of the major functions of a comprehensive community college is that of providing educational programs for adults in its service area. The Continuing Education Division places a strong emphasis on the value of life-long education and provides a variety of courses and activities to meet the particular needs and interests of individuals, businesses, and industries in the area.

Courses are offered for those individuals whose education stopped short of high school graduation and for those who need vocational or professional retraining and upgrading. Instruction is also available for those who desire to grow in basic knowledge, to improve in home and community life, and to develop or improve leisure time activities.

Admission

Any adult 18 years of age or older who is not enrolled in public school may be admitted to a Continuing Education class. In some circumstances, with the approval of the appropriate public school superintendent, a public school dropout between 16 and 18 years of age may enroll in certain courses.

Class Schedules

A schedule of classes is published and mailed to every post office box holder and address in the college's seven-county service area prior to the beginning of each quarter. Courses are also announced through the local news media. Classes are organized on the basis of need, interest, and availability of suitable facilities and qualified instructors.

Class Registration

Students in most Continuing Education offerings may enroll in a specific course by attending and registering during the first two regular class meetings. Literacy classes, however, follow an open enrollment procedure which allows students to enroll at any time.

Class Locations

Many Continuing Education courses and services are provided on campus. Additional classes are taught in surrounding communities or within a particular business or industry in the Albemarle area. Almost any course can and will be organized when a sufficient number of residents indicate an interest in having a class brought to a particular location and when instructional funds are available.

Course Descriptions

Course descriptions for Continuing Education courses are not listed in this publication because of the large number and variety offered. Instead, examples of the types of courses which have been offered are included. Specific course descriptions are furnished upon request. Courses not previously available may be offered to meet expressed needs of the community when evidence of such need is presented to the college.

Fees

A registration fee of $25 is charged for enrollment in each occupational and avocational course and $20 for each academic and practical skills course. Tuition is subject to change by the North Carolina State Board of Community Colleges.

Volunteer firemen, law enforcement personnel, and rescue/ lifesaving personnel are not charged a registration fee for enrolling in training courses. Prison inmates are not charged for any Continuing Education courses. Students who enroll in literacy courses are also exempt from paying the registration fee. Persons 65 years of age or older may also take classes without paying registration fees.

Recreational courses are subject to a tuition charge which enables these courses to be self-supporting. This tuition charge varies depending on the course taken but is generally substantially more than the standard registration fee.

Students are expected to provide the supplies, materials, tools, and books they will need in Continuing Education courses. Instructional services and instructional materials are supplied by the college.

Accident insurance is available to all Continuing Education students. This insurance is strongly suggested for students who participate in laboratory activities using equipment and machinery which might cause physical injury. For information about accident insurance, students should visit or call the Business Office.

Certificates

College credit is not given for completion of Continuing Education courses; however, certificates are awarded for completion of some of the courses. Licenses, diplomas, or other forms of recognition are awarded by certain agencies outside the college upon successful completion of specially designated courses.

Continuing Education Units

Since September 1, 1974, College of The Albemarle has maintained a cumulative record of all academic and occupational courses taken by Continuing Education students. Continuing Education Units (CEU's) are awarded on the basis of one CEU per ten contact (class) hours. For example, if a student is enrolled in a 36-hour course and attends at least 80 percent of the

time, 3.6 CEU's will be awarded upon completion of the course.

Students who need transcripts or additional information about CEU credit should contact the Continuing Education Division.

Learning Resources Center Privileges

Students participating in any of the programs offered by the college have the privilege of using all the services of the Learning Resources Center without additional charge. Continuing Education students, however, are required to complete a LRC application before checking out materials.

Programs of Instruction

The eight major program areas in the Continuing Education Division are described below:

I. Literacy Education Program

College of The Albemarle's Literacy Education program is designed to provide a coordinated delivery of adult literacy programs and services and to assure easy access to literacy instruction for all people in the college's seven-county service area.

For admission to the literacy classes, a person must be 18 years of age. However, public school dropouts between the ages of 16 and 18 may be admitted as students with special needs. High school graduates who score below the ninth grade level may register for any ABE class.

Literacy Education programs are offered entirely free of cost, including books and instructional materials. However, students are responsible for paying a $7.50 test fee and furnishing a picture identification and social security number at their initial GED testing session. The Literacy Education Program Continuum is comprised of the following components:

A. **Adult Basic Education (ABE)** is a program of basic skills in reading, writing, and arithmetic for adults who function below the ninth grade level.

B. **General Educational Development (GED)** is a program of instruction in writing, social studies, science, literature and the arts, and mathematics. It is designed to prepare adult students to pass the GED tests which lead to a high school diploma equivalency certificate. The certificate is awarded by the North Carolina Department of Community Colleges.

C. **Adult High School Diploma (AHSD)** is a program of instruction designed to help adult students earn a high school diploma. It is available at the main campus only through a cooperative agreement between College of The Albemarle and participating boards of education in Camden, Chowan, Gates, Pasquotank, and Perquimans counties. Students entering the AHSD program must have a transcript of courses they have completed and a list from their high school of specific courses they need to complete. Upon passing the North Carolina Competency Tests and upon successful completion of the required courses in the Learning Lab, students are awarded an Adult High School Diploma by the cooperating county board of education.

D. **Compensatory Education (CED)** is a program to compensate mentally retarded adults who have not had an education or who have received an inadequate one. Units of study available for CED students include language, mathematics, social sciences, community living, consumer education, health, and vocational education. CED students must be referred to the college by the Albemarle Mental Health Center.

E. **English as a Second Language (ESL)** is a program designed to serve adults who need to master English as their second language. Conversational skills as well as writing, listening, and citizenship skills are emphasized. The Department of Immigration and Naturalization certifies the college to make application for the immigrant wishing to change from temporary to permanent residency.

F. **Special Programs**

1. The Adult Basic Literacy Education (ABLE) program is one which offers opportunities for adults to improve their reading, math, and grammar skills. Class instruction is provided through participation in an individualized learning program including computer-assisted instruction and one-on-one tutoring. ABLE serves adults who cannot read or compute above the eighth grade level as determined by diagnostic tests. After completing courses offered in the ABLE program, students are encouraged to enroll in the college's Bridges Program or Learning Lab to earn the high school diploma equivalency. ABE instruction is available at the ABLE Center located in Edgewood Shopping Center in Elizabeth City, and ABE/GED instruction is available at the Edenton-Chowan Adult Education Center located in Northside Shopping Center in Edenton. At both sites, community volunteers are an integral component of the program. Volunteers serve primarily as reading tutors for students who read below the fourth grade level. Both programs also provide support, referral, and instruction which assist adults in meeting their life goals, such as continuing their education, obtaining jobs, or becoming more effective parents. In addition, the ABLE Center provides child care services and transportation costs for qualifying students.
2. The Bridges Program is designed to provide an educational opportunity for economically disadvantaged adults who seek to improve themselves academically and personally. Through this program, students participate in a classroom course of study leading toward the successful completion of the GED high school diploma equivalency examination. Students in the Bridges Program are provided academic advisement and career, personal, and social counseling. Upon completion of the program, students are encouraged to seek employment or to continue their education. Each cycle of the Bridges Program consists of 11 weeks of intensive study and comes under the course title of GED Preparation. During the 11-week cycles, primary emphasis is on GED completion; however, job-keeping and job-seeking skills are addressed. Students benefit from classroom instruction, computer-assisted instruction, and one-on-one tutoring. Child care services and transportation costs are reimbursed at a specified rate for qualifying students.
3. The Learning Lab, located in the Learning Resources Center on the main campus and at the Dare County Campus, provides students with opportunities for completing high school, for preparing for college, for supplementing college courses, and for studying in many areas of interest through the Adult High School Diploma program and the General Educational Development program. For more information about these two programs available in the Learning Lab, see the descriptions previously included in this section.

The Learning Lab also offers support to students enrolled in curriculum programs at the college through the following:

a. Computer-Assisted Instruction (CAI) programs are available for use on Apple computers. Students may use the computers and the software as assigned by college faculty or for personal enrichment at any time during the Learning Labs' operational hours.
b. The Guided Studies Labs (GUI 99) offer students the opportunity for help in any problem area and the chance to reinforce skills being learned in the classroom through computer-assisted instruction. Students may enroll in the Guided Studies Labs upon recommendation by their college instructor.
c. Developmental Education courses are also taught through the Learning Lab as needed.

II. **Occupational Extension Courses**
Occupational extension courses consist of single courses, each complete in itself, designed for the specific purpose of training persons for employment, upgrading the skills of those presently employed, and retraining others for new employment in occupational fields.

III. **Academic Extension Courses**
Academic extension courses consist of single courses, each complete in itself, designed to serve the educational needs of adult residents. They include courses in the humanities, mathematics and sciences, and social sciences.

IV. **Practical Skills Extension Courses**
Practical skills extension courses consist of single courses, each complete in itself, designed to provide practical training for persons pursuing additional skills which are not considered their major or primary vocation but may supplement their income or may reasonably lead to their employment.

V. **Avocational Extension Courses**
Avocational extension courses consist of single courses, each complete in itself, which focus on participants' personal or leisure needs rather than their occupational, professional, or employment needs.

VI. **Special Extension**
College of The Albemarle offers the following programs to increase participants' competence in specialized occupational areas. For further information about any of the programs described, contact the Continuing Education Division.

A. **Fire Service Training** provides a continuous program of training and education which prepares firefighters to confront situations nonexistent a few years ago. Training sessions are held in the local fire departments, allowing firefighters to be trained as an organized group utilizing equipment they would ordinarily use in controlling fires.
B. **Hospitality Training Program** trains participants in the area of food services, lodging, recreation, and travel information. The program's primary objectives include providing employers with well-trained personnel to operate their businesses, developing within individuals the skills which will qualify them for better employment opportunities, and providing better hospitality services to the residents of North Carolina and to the visitors of the state. Hospitality training is arranged and scheduled in accordance with the needs of businesses.
C. **Law Enforcement Training** courses are specifically designed as in-service and preservice education for those individuals en-

gaged in law enforcement activities. Provided at the request of law enforcement agencies, this training program is also designed to keep law enforcement officers abreast of legal and technological advancements while adding to their professional skills. Workshops and courses are offered on many topics.

D. **New or Expanding Industry Training** is available through College of The Albemarle's cooperation with new or expanding industries interested in training their workforce. The actual training is provided at the industry site where trainees receive instruction and, depending on the program objectives, may receive both classroom and on-the-job training. All training programs are established to meet the specific needs of a particular industry.

E. **Emergency Medical Training** provides organized classes for ambulance attendants in the college's service area. The North Carolina Office of Emergency Medical Services works with College of The Albemarle in developing classes for rescue squad units.

F. **Management Development Training** is an elaborate program administered by College of The Albemarle in an effort to meet the needs of individuals in business and industry. The program is designed to upgrade the competency of supervisory and middle-management personnel as well as train persons interested in becoming supervisors. Management Development Training is an investment in the future and may pay rich dividends to those individuals and organizations taking advantage of this training. In addition to improving and enhancing skills and competency for the job place, this program helps enhance employees' relationships with others. Programs can be tailored to meet existing needs and can be held on the campus or within an individual plant or organization. Qualified instructors are provided without charge to the employer. Specialized courses focusing on safety and management's responsibilities as required by the Occupational Safety and Health Act are also available. These courses are designed to increase employee safety awareness.

VII. **Business and Industry Services**
The Small Business Center serves as the primary contact between the college and the business community. The Director of the Small Business Center identifies services and training the college can provide for area business and industry and coordinates topical workshops and seminars on specialized subjects. The Director of the Small Business Center assists local industrial development commissions and chambers of commerce in promoting economic development in the college's seven-county service area. The Small Business Center also provides a resource library of various print and non-print media on business-related subjects. These materials are available to local business owners and employees at no charge and include U.S. Small Business Administration publications, magazines, books, audio tapes, video conferences, computer software, films, and video cassettes.

VIII. **Community Services**
College of the Albemarle sponsors and promotes a number of community services which contribute to the cultural, economic, and civic improvement of the Albemarle area. Such services may arise from almost every program area. Groups and agencies are invited to contact the Continuing Education Division to arrange such activities.

IX. **Special Projects**
A variety of special projects as well as other programs and events are conducted by the college through special grants and funds. These special projects are frequently administered by the Continuing Education Division.

COURSE DESCRIPTIONS

COURSE NUMBERING

Courses at College of The Albemarle are numbered in accordance with the following system:

1. All courses having a three-letter prefix followed by a three-digit number which are listed under the headings of ART, BIOLOGY, CHEMISTRY, DRAMA, ECONOMICS, ENGLISH, FRENCH, GEOGRAPHY, HEALTH, HISTORY, HUMANITIES, LIBRARY, MATHEMATICS, MUSIC, PHYSICAL EDUCATION, PHYSICAL SCIENCE, PHYSICS, POLITICAL SCIENCE, PSYCHOLOGY, SOCIOLOGY, SPANISH, and SPEECH are college transfer courses.
2. All courses having a three-letter prefix followed by a three-digit number which are listed under the headings of BANKING, BASIC LAW ENFORCEMENT, BUSINESS, COOPERATIVE EDUCATION, DESIGN, DRAFTING, ELECTRONIC DATA PROCESSING, ELECTRONICS, HOTEL AND RESTAURANT MANAGEMENT, NURSING, OCCUPATIONAL MATHEMATICS, PHARMACOLOGY, POSTAL SERVICE, and REAL ESTATE are technical courses.
3. Vocational courses are indicated by a three-letter prefix and a four-digit number. They cannot be used to satisfy associate degree requirements.
   Example: AUT 1140.
4. Developmental Education courses are indicated by a three-letter prefix and a two-digit number or by a "D," a three-letter prefix, and a three-digit number. The Developmental Education courses which are strictly for preparatory credit (nontransferable) are so indicated in their course descriptions.
   Example: RED 91 or D-PSY 100.
5. Freshman college transfer and technical courses are indicated by a three-letter prefix and are numbered 100-199.
   Example: MAT 121.
6. Sophomore college transfer and technical courses are indicated by a three-letter prefix and are numbered 200-299.
   Example: MAT 201.

Following each course description are the quarter(s) the course is normally offered (F-Fall Quarter; W-Winter Quarter; S-Spring Quarter; SS-Summer Session; Var.-Varies depending upon sufficient demand or request for the course) and the number of quarter credit hours with the number of lecture and lab hours per week in parentheses. Vocational course descriptions include the equivalent of quarter hours credit and in parentheses the number of class hours, lab hours, and shop practice or clinical hours per week.

The class and laboratory hours shown in the catalog are minimal. It is a policy of this institution to permit students to enroll in additional class and laboratory work beyond those shown in the catalog in order to broaden their educational experience.

AIR CONDITIONING, HEATING, AND REFRIGERATION

AHR 1120 Principles of Refrigeration and Air Conditioning: This course is an introduction to the principles of refrigeration, terminology, use and care of tools and equipment, and identification and function of the component parts of a system. Other topics include the basic laws of refrigeration; characteristics and comparison of the various refrigerants; and use and construction of valves, fittings, and basic controls. Practical work includes tube bending, flaring, and soldering. Standard procedures and safety measures are stressed in the use of special refrigeration service equipment and the handling of refrigerants. (F) 10(5-0-15)

AHR 1122 Domestic and Commercial Refrigeration: This course focuses on domestic refrigeration servicing of conventional, hermetic, and absorption systems. Cabinet care, controls, accessories, and system maintenance in domestic refrigerators, freezers, and window air conditioning units are stressed. Commercial refrigeration servicing of display cabinets, walk-in cooler and freezer units, and mobile refrigeration systems are studied. The use of manufacturers' catalogs in sizing and matching system components and a study of controls, refrigerants, and servicing methods are also included. Refrigeration heat loads are studied, and students are introduced to air conditioning.
(W) 7(3-0-12)

AHR 1124 Air Conditioning and Refrigeration Servicing: This course focuses on installing, maintaining, and servicing equipment used in the cleaning, changing, humidifying, and controlling of air temperature in an air conditioned space. The ducts and lines needed to connect various components are installed. Shop work involves burner operation, controls, testing

and adjusting air conditioning and refrigeration equipment, and locating and correcting equipment failure. (SS) 5(3-0-6)

AHR 1125 Principles of Air Conditioning and Heating: Work in this course includes the selection of various heating, cooling and ventilating systems and investigation and control of factors affecting air cleaning, movement, temperature, and humidity. Psychrometric charts are used in determining needs to produce optimum temperature and humidity control. Commercial air conditioning equipment is assembled and tested. (S) 7(3-0-12)

AHR 1128 Automatic Controls I: This course focuses on the types of automatic controls and their function in air conditioning, heating, and refrigeration systems. Electric and pneumatic controls for domestic and commercial cooling and heating, zone controls, unit heater and ventilator controls, commercial fan systems controls, commercial refrigeration controls, and radiant panel controls are also studied. (S) 5(3-0-6)

AHR 1129 Automatic Controls II: This course provides a study of more complex controls used in heating, air conditioning, and refrigeration systems, both domestic and commercial. (SS) 5(3-0-6)

ART

ART 99 Art Skills Lab: This lab is designed to aid students who need additional practice and instruction in developing art skills. (Var.) 0(Var.)

ART 100 History and Appreciation of Art I: This course is a study of art (painting, architecture, and sculpture) from primitive times to the Byzantine, with reference to the life of the people during the time the art work was created. (F) 3(3-0)

ART 101 History and Appreciation of Art II: This course is a study of art (painting, architecture, and sculpture) during the Middle Ages and including Islamic styles to Mannerism, with reference to the life of the people during the time the art work was created. (W) 3(3-0)

ART 102 History and Appreciation of Art III: This course is a study of art (painting, architecture, and sculpture) from the 16th to the 20th centuries, with reference to the life of the people during the time the art work was created. (S) 3(3-0)

ART 103 Color and Design: This course deals with color theory and design principles, with emphasis on design fundamentals. (Var.) 4(3-3)

ART 106 Painting Survey: This course explores basic concepts of painting and acquaints students with the field of painting as a fine art. Discussions and critiques of work are included. (Var.) 4(3-3)

ART 107 Ceramics Survey (Pottery): This course introduces students to the total ceramic process. Emphasis is on use of the potter's wheel. (F,S) 4(3-3)

ART 108 Sculpture Survey: This course exposes students to sculpture and its processes and techniques and also surveys the methods, materials, and styles of sculpture. (W,S) 4(3-3)

ART 110 Crafts Design: This course explores craft design principles and the use of craft materials and tools. (F,W,S) 4(3-3)

ART 111 Drawing I: This course introduces students to drawing in various media. (F) 3(3-0)

ART 112 Drawing II: This course is a continuation of ART 111 with more emphasis on students' drawing skills and techniques in various media. The course attempts to expand students' investigation of materials, media, and abstraction. Prerequisite: ART 111 or permission of the instructor. (W) 3(3-0)

ART 113 Drawing III: This course explores various media leading to an understanding of figure drawing. Discussions and critiques of work are included. Prerequisite: ART 112 or permission of the instructor. (S) 3(3-0)

ART 1111 Visual Concepts: This course focuses on the principles of design and color theory as related to human form and human environment, with emphasis on design fundamentals. (F) 2(1-2)

AUTOMOTIVE MECHANICS

AUT 1100 Internal Combustion Engines: This course focuses on developing students' thorough knowledge and ability in using, maintaining, and storing the various hand tools and measuring devices needed in automotive repair work. Study of the construction and operation of components of automotive engines is emphasized, including the testing of engine performance; servicing and maintenance of pistons, valves, cams and camshafts, fuel and exhaust systems and cooling systems; proper lubrication; and methods of testing, diagnosing, and repairing. Minimum clock hours—180. (F) 8(3-0-15)

AUT 1110 Auto Electrical Systems: This course provides a study of the complete electrical system of an automobile including batteries, starters, generators, alternators, regulators, ignition, wiring, and schematic drawings. Proper testing methods and use of test equipment are stressed. Minimum clock hours—100. (W) 6(3-4-3)

AUT 1112 Auto Electronics Systems: This course provides students with an in-depth knowledge of the electronics associated with the modern automobile. Instruction is provided in timing methods, electronic pick-ups, and sensors as they relate to internal combustion engines. Actuators, sensors, and computer controls for these systems are covered. Electronic controls as they relate to transmissions, fuel systems, and brake systems are also studied. (S) 4(3-2-0)

AUT 1115 Auto Fuel and Emission Systems: This course provides a study of the complete fuel and emission system, including fuel pumps, carburetors, fuel injectors, intake and exhaust manifolds, positive crankhouse ventilation, and emission control devices used by domestic and foreign automobiles. Minimum clock hours—100. (W) 6(3-4-3)

AUT 1123 Brakes, Chassis, and Suspension: This course explores principles and functions of the components of automotive chassis. Practical job instruction in adjusting and repairing suspension, steering, and braking systems is emphasized. Units of study include shock absorbers, springs, steering system, steering linkage, front end, and types and servicing of brakes. Minimum clock hours—90. (SS) 5(3-0-6)

AUT 1124 Auto Transmissions and Drive Trains: This course introduces principles and functions of automotive power train systems, including clutches, standard transmissions, automatic transmissions, torque converters, drive shaft assemblies, rear axles, and differentials. Practical experience is provided in troubleshooting, servicing, and repair. Minimum clock hours—210. (S) 9(3-0-18)

AUT 1125 Automotive Servicing: This course exposes students to coordinated methods of using knowledge acquired in previous automotive courses to troubleshoot correctly and repair any part of the automobile. This course also includes diagnostic testing. Minimum clock hours—80. (SS) 5(3-2-3)

AUT 1140 Automotive Air Conditioning: This course introduces the principles of refrigeration. Assembly of the components and connections necessary in the mechanisms, methods of operation and control, and proper handling of refrigerants in charging the system are included in this study. Minimum clock hours—80. (SS) 4(2-0-6)

BANKING

AIB 202 Principles of Banking: This course presents the fundamentals of banking functions in a descriptive fashion so that the beginning banker may acquire a broad and operational perspective. The radical changes in banking policy and practice which have occurred in recent years are included. Topics covered are banks and the monetary system; negotiable instruments; the relationship of the commercial bank to its depositors; types of bank accounts; the deposit function; the payments function; bank loans and investments; other banking services, including trust, international, and safe deposit; bank accounting and marketing; external and internal controls; and the public service obligations of banks. (Var.) 3(3-0)

AIB 204 Commercial Lending: This course provides entry-level commercial lending officers and officer trainees with the knowledge and skills needed to service the needs of the bank's corporate clients effectively and contribute to bank profitability. The course provides a conceptual framework for the study of commercial lending and focuses on how the commercial lending business is organized and how it contributes to bank profitability as well as on the commercial lending process from the initial loan request through collection. Prerequisites: AIB 202, BUS 203, and BUS 204 or permission of instructor. (Var.) 3(3-0)

AIB 205 Bank Management: This course is based on new trends which have emerged in the philosophy and practice of management and provides new and experienced bankers with a working knowledge of bank management. The course covers business management rather than personnel management and touches on objectives, planning, structure, control, and the interrelationship of various bank departments. Since case study is becoming well established as an effective management learning technique, the text also uses illustrative cases. Prerequisites: AIB 202, BUS 203, and ECO 201 or permission of instructor. (Var.) 3(3-0)

AIB 207 Consumer Lending: This course is an overview of the consumer credit operation. The role of consumer credit in overall banking operations is examined. Students gain an improved understanding of the consumer credit function within a bank. Topics include evaluating credit risks, consumer credit policy, the loan process (from application through documentation and closing), servicing and collecting loans, consumer compliance, and portfolio management. (Var.) 3(3-0)

AIB 210 Money and Banking: This course covers the practical aspects of money and banking as well as basic monetary theory, including economic stabilization, types of spending, the role of gold, limitations of central bank control, government fiscal policy, balance of payments, and foreign exchange. (Var.) 3(3-0)

AIB 212 Supervision: The primary objective of this course is to help new or potential supervisors become

better managers by developing the broad perspectives and fresh insights into interpersonal relations required by today's successful managers. (Var.) 3(3-0)

AIB 221 Quality Customer Service/Selling Bank Services: This course is designed to teach students how to recognize a sales opportunity and handle it with warmth, courtesy, and professional savvy. The course focuses on how a consumer makes the decision to buy and how the bank employee can facilitate the process by proposing a service which truly meets the customer's financial need. (Var.) 3(3-0)

AIB 233 Analyzing Financial Statements: This course provides commercial loan officers with the opportunity to further develop the skills necessary to conduct a comprehensive and effective financial analysis of a business borrower in order to assess repayment capacity. Understanding the importance of financial analysis to the commercial lending process, the types of business borrowers, the funds flow cycle, pro forma statement analysis, and advanced analytical techniques are covered. Students also learn how to analyze a company's income statement and balance sheet, calculate and interpret key ratios, and prepare and interpret cash budgets. Prerequisite: BUS 203 and BUS 204 or permission of instructor. (Var.) 3(3-0)

AIB 234 Law and Banking: This course provides an overview of the legal aspects of banking. It is designed to equip students with a non-technical, clear understanding of all aspects of the legal system which affect banks. Topics include the court system and civil procedures, consumer protection, negotiable instruments, partnerships, corporations, sales of personal property, bank deposits and collections, and legal aspects of bank transactions. (Var.) 3(3-0)

AIB 236 Residential Mortgage Lending: This course assists mortgage loan officers in developing sound mortgage portfolios. Topics include a picture of the mortgage market, the acquisition of a mortgage portfolio, mortgage plans and procedures, mortgage loan processing and servicing, and the obligations of the mortgage loan officer in overall portfolio management. Prerequisite: AIB 202 or permission of instructor. (Var.) 3(3-0)

AIB 239 Marketing for Bankers: This course provides instruction in basic marketing principles and their practical application to the banking industry. The course also covers the scope and advantages of all banking services and teaches students to recognize and meet customer needs by selling these services. Course topics include public relations and communications, consumer motivation and buying behavior, and marketing. (Var.) 3(3-0)

BASIC LAW ENFORCEMENT

BLE 100 Basic Law Enforcement: This course consists of instruction in such topics as constitutional law, laws of arrest, search and seizure, mechanics and procedures of arrest, law enforcement communications and information systems, elements of criminal law, defensive tactics, juvenile laws, emergency medical services, firearms, patrol techniques, crime prevention techniques, crisis management, criminal investigations, ABC laws, motor vehicle laws, traffic accident investigation, and law enforcement driver training. (Var.) 26(17-0-27)

BIOLOGY

BIO 101 General Biology I: This course introduces such basic biological principles as the nature of science; elementary chemistry; cell structure and function; energy transformation; and the anatomy and physiology of higher vertebrates, including coverage of digestion, excretion, and circulation. (F,W) 4(3-3)

BIO 102 General Biology II: This course is a continuation of the study of the anatomy and physiology of higher vertebrates, including respiration, immunity and disease, locomotion, nervous mechanisms and behavior, sensory reception, hormones, and reproduction. (W,S) 4(3-3)

BIO 103 General Biology III: This course is a continuation of the study of the anatomy and physiology of higher vertebrates, including development, biochemical genetics, and heredity. Population genetics and evolution, introductory ecology and population study, and a survey of the major plant and animal phyla are also included. (S) 4(3-3)

BIO 120 Selected Topics in Biology: This course is designed for students interested in current issues in biology. Topics include energy problems, human population trends, pollution, social biology, marine resources, and other controversial issues. Independent literature research and discussion presentations are required. Field trips are used when appropriate. (Var.) 3(3-0)

BIO 201 Anatomy and Physiology I: This course is an integrated anatomical and physiological study of the human body, including chemistry, cell structure, tissues, the skeletal system, the muscular system, and the nervous system. Prerequisites: BIO 101-103 or permission of instructor. (F,SS) 4(3-3)

BIO 202 Anatomy and Physiology II: A continuation of BIO 201, this course covers the nervous system, cardiovascular system, endocrine system, and special senses. Prerequisite: BIO 201. (W,SS) 4(3-3)

BIO 203 Anatomy and Physiology III: A continuation of BIO 202, this course covers the respiratory system, digestive system, urinary system, reproductive system, metabolism, fluids and electrolytes, development, and genetics. Prerequisite: BIO 202.
(S,SS) 4(3-3)

BIO 207 Microbiology: This course focuses on microorganisms with an emphasis on morphology and physiological processes and their relationship to man and to the environment. Laboratory exercises introduce students to the detection, identification, and destruction of pathogenic microorganisms. Prerequisites: BIO 103 or BIO 201-203. (Var.) 4(3-3)

BIO 210 Principles of Ecology: This course focuses on basic ecological principles. Topics include productivity, nutrient cycles, pollution, environmental factors, species interaction, physiological ecology, population dynamics, community ecology, world biomes, paleoecology, and ecology and man. A weekend field trip is required. Prerequisite: BIO 103 or permission of instructor. (Var.) 5(3-4)

BIO 220 Introduction to the Marine Environment: This course focuses on the physical and biological components of the marine environment and their interrelationships. Productivity and major species of invertebrates and vertebrates are highlighted. One weekend field trip is required. (Var.) 5(3-4)

BIO 1510 The Human Body: Structure and Function: This course presents a study of the general plan of the human body and its 10 systems. Topics include how the body controls its functions, stands erect, and moves; how digestion of food takes place; how the body removes waste products; and how the body provides for reproduction and survival. Prerequisite: Admission to Practical Nursing program.
(F) 6(6-0-0)

BUSINESS

BUS 99 Business Skills Lab: This course is designed to aid students who need practice or additional instruction in typing, office machines, and transcription. (F,W,S,SS) 0(Var.)

BUS 101 Elementary Keyboarding/Typewriting: In this course, students learn to master the keyboard by using the typewriter or microcomputer. Basic techniques for speed and accuracy are stressed. Students receive a brief introduction to different personal and business letter formats, manuscripts, and tabulation typing. May count as an elective course toward A.A., A.S., and A.F.A. degrees. (F,W,S,SS) 4(3-2)

BUS 102 Intermediate Keyboarding/Typewriting: In this course, accuracy and speed are developed through correct typewriting and microcomputer techniques. Emphasis is on practical applications with business forms, business letters, manuscripts, tabulations, and centering. May count as an elective course toward A.A., A.S., and A.F.A. degrees. Prerequisite: BUS 101 or permission of instructor. (F,W,S,SS) 3(2-3)

BUS 103 Advanced Keyboarding/Typewriting: This course further develops students' production speed and accuracy by using the typewriter or microcomputer. This level of advanced keyboarding/formatting skills allows students to develop information processing skills in a variety of offices. May count as an elective course toward A.A., A.S., and A.F.A. degrees. Prerequisite: BUS 102; although EDP 204 is not a prerequisite, it is recommended that students successfully complete the word processing course before taking BUS 103. (F,W,S,SS) 3(2-3)

BUS 104 Business Mathematics: This course introduces the application of standard principles of mathematics to business situations. Topics include markup, trade and cash discount, interest, depreciation, installment credit, negotiable instruments, payrolls, insurance, commissions, graphs, and statistics. This course may count as an elective course toward A.A., A.S., and A.F.A. degrees. Prerequisite: A minimum math placement score of 17. (F,W,S,SS) 5(5-0)

BUS 106 Introduction to Business: This course provides a comprehensive introductory analysis of the modern business field, including organization, methods of operation, forms of ownership, business functions, and problems of management. May count as an elective course toward A.A., A.S., and A.F.A. degrees.
(F,S,SS) 5(5-0)

BUS 107 Introduction to Office Automation: This course provides an introduction to the technology and operation of today's automated office environment. The course employs a "systems approach" to help students understand how automation concepts and tools relate to decision support systems. (F) 4(3-2)

BUS 108 Personal Finance: This course covers personal and family finance, installment buying, insurance, home buying, income taxes, the stock market, and other investment media. (W,S) 5(5-0)

BUS 109 Interpersonal Relations: This course is designed to help individuals become more aware of themselves, their potential, and how to react in many situations. Emphasis is on personality; speech; grooming; and physical, mental, and social improvement pertaining to business and daily relations with others.
(F,W,S) 3(3-1)

BUS 110 Filing: This course covers the fundamentals of indexing and filing and combines theory and practice by using miniature letters, filing boxes, and guides. Students also become familiar with modern filing equipment. (F) 3(3-0)

BUS 111 Elementary Shorthand: This course emphasizes mastery of word-building principles of the Gregg system and includes intensive drill on brief forms and on correct writing and reading techniques. (W) 5(5-0)

BUS 112 Intermediate Shorthand: This course is designed to perfect the knowledge of theory, to widen vocabulary range, to develop phrasing skill, and to achieve a speed of 60 to 80 words a minute on new material. Prerequisite: BUS 111 or demonstration of proficiency. (S) 4(3-2)

BUS 113 Advanced Shorthand: This course focuses on dictation at increasingly higher speeds with goals of 80 to 100 words a minute on new material. Transcription practice is included. Prerequisite: BUS 112. (F) 4(3-2)

BUS 115 Business Law I: This course is designed to acquaint students with certain fundamentals and principles of business law, including contracts, sales, and bailments. May count as an elective course toward A.A., A.S., and A.F.A. degrees. (F,W) 3(3-0)

BUS 116 Business Law II: This course includes the study of laws pertaining to commercial paper, risk-bearing, partnership/corporation, agency, and property rights. May count as an elective course toward A.A., A.S., and A.F.A. degrees. (W,S) 3(3-0)

BUS 124 Payroll Accounting: This introduction to payroll accounting covers basic payroll procedures, records, laws, and forms. (W,S) 3(3-0)

BUS 203 Principles of Accounting I: This course includes a study of beginning accounting principles, the accounting cycle, and how to record transactions using journals and ledgers. Students also learn to prepare the three basic accounting statements and a worksheet. May count as an elective course toward A.A., A.S., and A.F.A. degrees. Prerequisite: None; BUS 104 is encouraged. (F) 4(3-3)

BUS 204 Principles of Accounting II: This course includes a study of receivables and payables, deferrals and accruals, depreciation, payrolls, and systems and controls. Students also learn to compute inventory costs and to record these costs on income statements and balance sheets. May count as an elective course toward A.A., A.S., and A.F.A. degrees. Prerequisite: BUS 203. (W) 4(3-3)

BUS 205 Principles of Accounting III: This course covers some of the more advanced concepts and principles of accounting. Students learn about accounting for partnerships and corporations as well as long-term liabilities and investments. May count as an elective course toward A.A., A.S., and A.F.A. degrees. Prerequisite: BUS 204. (S) 4(3-3)

BUS 206 Desktop Publishing: This course is designed to teach students the fundamentals of desktop publishing using a desktop publishing program to produce proposals, newsletters, brochures, and other business-related documents. Students also learn practical skills in publication planning and design. Prerequisite: EDP 204. (W) 3(2-3)

BUS 210 Electronic Calculators: This course is designed to develop students' skills in operating print or display electronic calculators while also allowing students to acquire competency in performing basic calculations of business mathematics. (F,W,S,SS) 2(1-2)

BUS 211 Marketing: This course is a study of the principles, functions, and methods of marketing products from the producer to the consumer. Topics include consumer behavior, marketing consumer goods, and the role of the middleman's activities and how they affect the manufacturer's sales strategy. May count as an elective course toward A.A., A.S., and A.F.A. degrees. (F,S) 5(5-0)

BUS 212 Bookkeeping: This course introduces principles, techniques, and tools of accounting for understanding the mechanics of accounting. Topics include collecting, summarizing, analyzing, and reporting information about services and mercantile enterprises. Emphasis is on practical application of the principles learned. Prerequisite: None; BUS 107 encouraged. (S) 4(3-2)

BUS 213 Typewriting for Speed: This course emphasizes accuracy and speed development through correct typing techniques. (S) 3(3-1)

BUS 214 Office Procedures: This course provides the capstone for the college-trained secretary preparing to meet the increasingly exacting requirements of a secretarial position. Basic typing and transcription abilities are assumed; operational functions affected by changes in technology are presented. (S) 4(3-2)

BUS 215 Medical Terminology and Vocabulary I: This course provides a foundation for the study of medical terms by teaching students to divide words into component parts; to recognize basic combining forms, suffixes, and prefixes; and to know their meanings. (W) 3(3-0)

BUS 216 Medical Terminology and Vocabulary II: This course is a study of how the medical language is used in context with terms which apply to the body as a whole, to where organs are located, and to how the organs function. Emphasis is on the terminology of the human body systems. (S) 3(3-0)

BUS 218 Information Systems Issues and Trends: This is a culminating seminar course focusing on the latest ideas in the field of office systems. Recent trends in four major areas, namely, the workforce, the office environment, technology, and management strategies, are discussed. Each topic is relevant to current issues and trends. The content of this course changes with issues and trends occurring in the automated office. (S) 3(3-0)

BUS 221 Transcription I: This course provides a review of English grammar, punctuation, and spelling and includes intensive practice in machine transcription. Emphasis is on typing mailable/acceptable copies of business letters; manuscripts; and medical, legal, and government documents using transcribing machines. Prerequisites: BUS 103 and ENG 101. (F) 4(3-2)

BUS 222 Transcription II: Designed for advanced shorthand students, this course teaches students to combine skills already acquired in shorthand and typewriting with a knowledge of the mechanics of English in order to produce mailable letters—letters which are accurately transcribed; attractively placed on the page; and free from errors in punctuation, spelling, and grammar. Shorthand speed of 80 words per minute for three minutes is the minimum requirement. Prerequisite: BUS 113. (W) 4(3-2)

BUS 223 Transcription III: This course is a continuation of BUS 222. Shorthand speed of 90 words per minute for three minutes is the minimum requirement. Prerequisite: BUS 222. (S) 4(3-2)

BUS 229 Taxes: This course is designed to provide students with an understanding of federal and state income taxes. Topics include a study of income tax withholding, forms to be used, special tax situations, and the basic individual income tax returns. (W,S) 4(3-2)

BUS 230 Federal Income Taxes for Individuals: This course introduces students to the federal tax law and to recommended procedures for preparing individual income tax returns. Emphasis is on preparing federal income tax returns. May be used as a general elective in the T-018 Business Administration curriculum. (W) 1(1-1)

BUS 235 Business Management: This course introduces principles of business management, including an overview of the major functions of management such as planning, staffing, controlling, directing, and financing and clarifies the decision-making function versus the operating function. The role of management in business is studied. (F,W,S) 3(3-0)

BUS 243 Advertising: This course covers the role advertising plays in a free economy and its place in mass communications media. Topics include the study of product and market research, advertising appeals, selection of media, and various means of testing advertising's effectiveness. Theory and practice in writing advertising copy for various media are emphasized. (S) 3(3-0)

BUS 264 Legal Vocabulary and Legal Instruments: This course develops students' understanding of the terminology and vocabulary used in the legal office and in the different areas of legal work. The course is designed as a training aid for people who are entering or have recently entered the legal field. (Var.) 3(3-0)

BUS 271 Office Management: This course presents the fundamental principles of office management. Emphasis is on the role of office management, including its functions, office automation, planning, controlling, organizing, and actuating office problems. (S) 3(3-0)

BUS 272 Principles of Supervision: This course introduces the basic responsibilities and duties of supervisors and their relationship to superiors, subordinates, and associates. Emphasis is on securing an effective work force and on the role of the supervisor. Methods of supervision are stressed. (S) 3(3-0)

BUS 1103 Small Business Operations: This course is an introduction to the small business and covers basic business problems, equipment and office layout, business forms and records, purchasing and inventory, and basic business law. (SS) 2(2-0-0)

CARPENTRY

CAR 1101 Carpentry I: This course is designed to teach students proper techniques for building houses and small commercial buildings using wood. Topics include the study of different types of framing methods, familiarization with the various types of wooden materials used by carpenters, proper use and care of hand and power tools, building layout and correct fastening procedures, building code specifications and their applications, installation of doors and windows, and proper application of siding and roofing. Safety is stressed at all times. (W) 7(3-0-12)

CAR 1102 Carpentry II: This course is designed to teach students the various aspects of finished carpentry.

Topics include the construction of cabinets, built-in desks and bookcases, window frames, stairs, and trim. Materials and finishes are also studied. (S) 10(5-0-15)

CAR 1124 Residential and Commercial Construction: This advanced course is supplemented by classroom and outside study of buildings in progress. Topics may include elementary job management, terrain and soils for foundation, excavating and piling, interior and exterior masonry walls, necessary carpentry work, and estimating proportions for concrete and mixes for specified strengths. Students gain actual work experience by erecting or partially erecting a building for campus use or by participating in co-op work with a contractor during the summer. Prerequisites: CAR 1101, CAR 1102, DFT 101, DFT 207, DFT 1145, MAS 1101, and PLU 1115. (SS) 8(2-0-18)

CHEMISTRY

D-CHM 100 Basic Chemistry: This is a non-transferable chemistry course which covers the fundamentals of chemical bonding, solution chemistry, kinetic molecular theory, and nuclear radiation. (SS) 3(3-0)

CHM 101 General Chemistry I: This course introduces the basic principles and theories governing the relationships between the different states of matter, atomic theory, chemical bonding, and the periodic law. Laboratory includes an introduction to qualitative analysis. Prerequisite: Students should have completed two years of high school algebra with a minimum grade of "C" or have an equivalent math background. (F) 4(3-3)

CHM 102 General Chemistry II: This course is a continuation of CHM 101. Additional topics include solution chemistry, gas laws, introduction to thermodynamics, changes of state, and chemical equilibrium. Prerequisite: CHM 101. (W) 4(3-3)

CHM 103 General Chemistry III: This course continues the study of chemical equilibrium. Additional topics include a quantitative study of acid/base equilibrium, solubility, and an introduction to electrochemistry and organic chemistry. Prerequisite: CHM 102. (S) 4(3-3)

COOPERATIVE EDUCATION

Parallel Plan

COE 150 to 155 Cooperative Education I,II,III,IV,V,VI,: Cooperative Education (co-op) is open on a voluntary basis to all students interested in acquiring hands-on work experience while completing their degree. Students are placed in cooperative job assignments which relate to their program of study whenever possible. The actual on-the-job work experience provides students with an opportunity to determine their interest in and suitability for the occupation for which they are studying. The program stresses part-time work in a job related to the student's degree program with a college-approved employer. Prerequisites: 6 quarter hours, 2.0 GPA or greater, and permission of Cooperative Education Director. (F,W,S,SS) 1 or 2(0-10 or 20)

Alternating Plan

COE 201 and 202 Cooperative Education: The Alternating Plan emphasizes full-time work experience in a job which is related to the student's degree program and has a college-approved employer. Students are allowed to participate on a voluntary basis in co-op under this plan for two quarters. Prerequisites: 12 quarter hours credit, 2.0 GPA or greater, and permission of the Cooperative Education Director. (SS) 2(0-20)

COSMETOLOGY

COS 1001 Introduction to Cosmetology: This course for beginners in cosmetology includes a study of professional ethics, grooming, personality development, sterilization, sanitation, first aid and bacteriology, cosmetology law, anatomy, chemistry, nails, nail disorders, manicuring, hair, scalp, and skin. Disorders pertaining to the hair, scalp, and skin are also studied. Minimum clock hours—50. Corequisite: COS 1011. (F,W,S) 5(5-0-0)

COS 1002 Scientific Study I: This course is a classroom study of skin, scalp, hair, nails, and their disorders; salesmanship; permanent waving; marcelling; relaxing; hairdressing; wigs; and hair coloring. Minimum clock hours—50. Prerequisite: COS 1001. (F,W,S,SS) 5(5-0-0)

COS 1003 Scientific Study II: This course is a classroom study of anatomy, manicuring, chemistry, cosmetics/facials, hairstyling, theory of massage, scalp treatments, superfluous hair removal, grooming, and hygiene. Minimum clock hours—50. Prerequisite: COS 1002. (F,W,S,SS) 5(5-0-0)

COS 1004 Scientific Study III: This course is a classroom study of chemistry, sanitation, sterilization, hair coloring, lash and brow tinting, artistry in hair styling, beauty salon salesmanship and management, electricity, cold waving, and hair shaping. Minimum clock hours—50. Prerequisite: COS 1003. (F,W,S,SS) 5(5-0-0)

COS 1005 Scientific Study IV: This course is a study of hair chemistry, product chemistry, bone struc-

ture of head and face, reading style blueprints, salesmanship and management, personality development, and images. Minimum clock hours—50. Prerequisite: COS 1004. (F,W,S,SS) 5(5-0-0)

COS 1011 Mannequin Practice: This course is a study of finger waving, pin curling, rollers, marcelling, hair relaxing, shampooing and rinses, scalp treatment, hair cutting, permanent waving, hairdressing and combing, hair tinting, bleaching, frosting, streaking, wig care, and styling. Minimum clock hours—250. Corequisite: COS 1001. (F,W,S) 8(0-0-24)

COS 1022 Clinical Application I: This course is a study of live model performance and is designed to develop skills and an understanding of techniques and applications in the areas of bacteriology, pin curling, finger waving, rollers, permanent waving, marcelling, chemical relaxing, hairdressing and wigs, manicuring and pedicuring, skin and scalp disorders, hair coloring, and hair cutting. Minimum clock hours—250. Prerequisite: COS 1011. (F,W,S,SS) 8(0-0-24)

COS 1033 Clinical Application II: This course provides continued laboratory practice and application of hair shaping techniques, professional ethics, manicuring, chemistry, cosmetics, facials, hair styling, hair coloring (rinses, etc.), and scalp treatments. Minimum clock hours—250. Prerequisite: COS 1022. (F,W,S,SS) 8(0-0-24)

COS 1044 Clinical Application III: This course is a continued study of laboratory practices in chemistry, sanitation, sterilization, hair coloring, lash and brow tinting, artistry in hair styling, cold waving, and hair shaping. Minimum clock hours—250. Prerequisite: COS 1033. (F,W,S,SS) 8(0-0-24)

COS 1055 Clinical Practice IV: Cosmetology services are performed in a simulated salon experience as this 300-hour period replaces apprenticeship in a salon. This course consists of appointment booking to utilize time, practice in new trends and "quick service" styles, custom permanent waving, adapting hairstyles to features and lifestyles, and blending hair color and make-up to skin tones. Minimum clock hours—250. Prerequisite: COS 1044. (F,W,S,SS) 8(0-0-24)

DESIGN

DES 101 Tools, Materials, and Processes I: This course introduces design principles which affect the drafter-designer, characteristics of materials and their application to specified design requirements, and problem-solving methods as applied to the design process. (F) 3(3-0)

DES 102 Tools, Materials, and Processes II: This course emphasizes hands-on experience in solving design problems through laboratory experiences. Students also apply the methods and procedures used to produce a product. (W) 4(3-2)

DRAFTING

DFT 101 Engineering Drawing I: This course introduces basic engineering drawing techniques and principles, including use and care of instruments, lettering, applied geometry, and basic orthographic projection. May count as an elective course toward A.A., A.S., and A.F.A. degrees. (F) 5(4-2)

DFT 102 Engineering Drawing II: This course continues the study of orthographic projection, first and second auxiliary views, sections, and conventions. May count as an elective course toward A.A., A.S., and A.F.A. degrees. Prerequisite: DFT 101. (W) 5(4-2)

DFT 103 Engineering Drawing III: This course is a continuation of DFT 102 and includes the principles and practices of dimensioning, screw threads, fasteners, and springs. May count as an elective course toward A.A., A.S., and A.F.A. degrees. Prerequisite: DFT 102. (S) 5(4-2)

DFT 104 Electronic Drafting: This course explores application and principles in the use of symbols and conventions in making schematics, block diagrams, and other graphic methods of representing electronic engineering problems. Prerequisite: DFT 101. (W) 2(1-2)

DFT 201 Advanced Engineering Graphics I: This course is an advanced technical study of engineering graphics, including fundamental drawing of gears, cams, and simple levers. Prerequisite: DFT 103. (F) 5(4-2)

DFT 202 Advanced Engineering Graphics II: This course is a continuation of DFT 201, including welding symbols as applied to engineering drawings, piping drawings, and intermittent drives. Prerequisite: DFT 201. (W) 5(4-2)

DFT 203 Advanced Engineering Graphics III: This course focuses on development and intersections which are applied to solids and sheet metal drawings. The course includes basic mapping practice with some field experience. Prerequisite: DFT 202. (S) 5(4-2)

DFT 204 Technical Illustrations: This course is a study of techniques and procedures used by technical illustrators. Pictorial methods are used, including isometric, oblique, diametric, trimetric, and perspective drawing. Skills using these methods are developed

through selected problems. Prerequisite: DFT 203. (SS) 5(4-2)

DFT 205 Descriptive Geometry I: This course focuses on the graphic analysis of space problems involving points, lines, and planes either separately or in combined form. Topics include pattern development of geometric forms with emphasis on construction (layout) and industrial application. Prerequisite: DFT 102. (F) 5(4-2)

DFT 206 Design Drafting: This course introduces basic motion transfer as related to power trains, including pulleys, chain drives, rachet pawls, gears and cams, levers, and design problem solving. Prerequisite: DFT 103. (S) 5(4-2)

DFT 207 Architectural Drawing I: This course covers basic architectural drawing principles and practices, including basic design requirements for residential dwellings, energy conservation, solar applications, and a study of basic light construction principles. Completing a floor plan of a residence is required. May count as an elective course toward A.A., A.S., and A.F.A. degrees. Prerequisite: DFT 101. (S) 5(4-2)

DFT 208 Architectural Drawing II: This continuation of DFT 207 includes studies and drawings of floor framing, wall and roof sections, foundations, elevations, details, specifications, and presentation drawings. May count as an elective course toward A.A., A.S., and A.F.A. degrees. Prerequisite: DFT 207. (SS) 5(4-2)

DFT 209 Individually Supervised Study, Drafting: This course offers research and study in a specialized area of engineering graphics which relates to the student's vocational interests. Prerequisite: Permission of instructor. (Var.) 3(0-6)

DFT 210 Printed Circuit Board Layout and Design: This electronic drafting course focuses on developing printed circuit boards from schematic drawings. Skills in transferring circuit design and etching are gained through selected laboratory problems. (SS) 4(3-3)

DFT 214 Jigs and Fixtures: This course introduces principles and practice of jig and fixture design as well as problem and design analysis related to jigs and fixtures construction. Prerequisite: DFT 102. (F) 5(4-2)

DFT 216 Descriptive Geometry II: This course is a continuation of the graphic solution of problems but includes more involved and advanced applications of descriptive geometry. Prerequisite: DFT 205. (W) 5(4-2)

DFT 1000 Blueprint Reading I: This course introduces basic principles of blueprint reading, lines, views, dimensioning procedures, and notes. (F) 4(4-0-0)

DFT 1010 Blueprint Reading II: This course is a continuation of DFT 1000. Emphasis is on machine shop blueprint reading, section views, auxiliary views, and development. Prerequisite: DFT 1000 or permission of instructor. (W) 3(3-0-0)

DFT 1020 Blueprint Reading III: This course is a continuation of DFT 1010. Emphasis is on machine shop blueprint reading, section views, auxiliary views, and development. Prerequisite: DFT 1010 or permission of instructor. (S) 3(3-0-0)

DFT 1030 Blueprint Reading IV: This course is a continuation of DFT 1020. Topics include basic principles of machine drawings. Prerequisite: DFT 1020 or permission of instructor. (SS) 2(2-0-0)

DFT 1102 Construction Drawing I: This is an introductory course in the basic drafting, blueprint reading, and sketching used by carpenters in the light construction trade. The course introduces carpenters to symbols, structural drawings, and methods for making clear, understandable sketches of various structural components used in the light construction trade. (F) 4(3-3-0)

DFT 1103 Construction Drawing II: This course focuses on construction drawing slanted toward architectural drawing concepts. As a follow-up to DFT 1102, the course covers floor plans, elevation drawings, architectural symbols, and construction schedules and drawings related to windows, doors, stairs, cabinets, and utility systems in residential structures. Prerequisite: DFT 1102. (S) 4(3-3-0)

DFT 1104 Blueprint Reading: Mechanical: This course covers the interpretation and reading of blueprints. Study of the basic principles of the blueprint includes lines, views, dimensioning procedures, and notes. (F) 1(0-0-3)

DFT 1116 Blueprint Reading: Air Conditioning: This is a specialized course in drafting for heating, air conditioning, and refrigeration students. Emphasis is on reading blueprints which are common to the trade, including the following: blueprints of mechanical components, assembly drawings, wiring diagrams and schematics, floor plans, heating system plans such as duct and equipment layout plans, and shop sketches. Students make tracings of floor plans and layout air conditioning systems. (W) 2(1-0-3)

DFT 1135 Blueprint Reading: Electrical I: This course provides the basic knowledge necessary to read and understand electrical blueprints and schematic

drawings. Emphasis is on the use of symbols, how to sketch basic electrical plans and circuits, and how to plan and estimate requirements from blueprints. (F) 2(2-0-0)

DFT 1136 Blueprint Reading: Electrical II: This course, a continuation of DFT 1135, teaches students to read, draw, and understand electrical blueprints and schematic drawings. Emphasis is on the use of symbols, how to draw basic electrical plans and circuits, and how to plan and estimate requirements from blueprints. Prerequisite: DFT 1135. (W) 2(2-0-0)

DFT 1145 Specifications and Contracts: This course focuses on the purpose of and the writing of specifications along with their legal and practical applications to working drawings. Contract documents are analyzed and studied for the purpose of client-architect-contractor responsibilities, duties, and mutual protection. (S) 3(3-0)

DRAMA

DRA 117 Technical Theater I: This course covers stage architecture, scene construction, and rigging. Techniques of the past and present are emphasized. (F) 3(2-2)

DRA 118 Technical Theater II: This course focuses on stage make-up and costuming, lighting and sound effects, and the construction of properties. Styles of the past and present are emphasized. (W) 3(2-2)

DRA 119 Technical Theater III: This course provides a study of scene design, emphasizing color and form as applied to scenery of the past as well as to the various types and styles of dramatic literature. (S) 3(2-2)

DRA 121 History of The Theater I: This course surveys the history of the great periods of theater from the Greek Classical through the Medieval periods. Emphasis is on types and styles of drama, dramatic literature, acting, and directing. (Var.) 3(3-0)

DRA 122 History of The Theater II: This course surveys the history of the great periods of theater from the Elizabethan through the French Neo-classical periods. Emphasis is on types and styles of drama, dramatic literature, acting, and directing. (Var.) 3(3-0)

DRA 123 History of The Theater III: This course surveys the history of the great periods of theater from the Restoration to the Contemporary periods. Emphasis is on types and styles of drama, dramatic literature, acting, and directing. (Var.) 3(3-0)

DRA 124 Play Production I: This course explores the functions of the director, actor, and designer in the production of a play. Students are expected to participate in the production of a play each quarter by playing a role; assisting the director; or serving as a member of construction, sound, property, lighting, stage or house management, publicity, costume, and/or make-up staff. (F) 3(2-2)

DRA 125 Play Production II: The duties of the director, assistant director, and stage manager in the production of a play are studied. Students participate in the planning, casting, and publicity of an ongoing stage production. Students learn by doing tasks such as acting, assisting the director, making properties, writing publicity releases, designing posters, making costumes, and designing lighting. (W) 3(2-2)

DRA 126 Play Production III: This course continues the study of the duties of the director, assistant director, and stage manager in the production of a play. Students take leading roles in the planning, casting, and rehearsing of the major spring production. Students learn by doing the many tasks involved in the staging of a full-length stage production, such as coaching actors, studying costuming needs of the characters, and making recommendations about such matters as sewing needs and stage management. (S) 3(2-2)

DRA 130 Acting I: This course is designed to teach improvisational theater through a game-centered approach involving daily classroom performance. Prerequisite: Permission of instructor. (Var.) 3(3-0)

DRA 131 Acting II: This course emphasizes student practice in developing the ability to control the voice and body as instruments of expression through improvisations, pantomime, vocal exercises, acting, rehearsal techniques, characterization, phrasing, tempo and climax, action, and reaction. Selected scenes are presented and analyzed during the term. (Var.) 3(3-0)

ECONOMICS

ECO 201 Principles of Economics I: This course surveys the private enterprise system, particularly the roles of the consumer, business, and government; the flow of economic activity; measures of economic activity, including GNP, national income, employment; and the nature and function of money in the system. (F,W,S,SS) 3(3-0)

ECO 202 Principles of Economics II: This course evaluates government activity in the economic system, including public spending, taxation, and government revenue; economic growth and problems; and environmental economics. Studies include the place of the consumer and the individual factors of production in the economic system; demand-supply, price, competition,

non-price competition, and government regulation. (F,W,S,SS) 3(3-0)

ECO 203 Principles of Economics III: This course focuses on forces determining the composition of income distribution, domestic economic problems, comparative economic systems, and international trade and payments. (F,W,S,SS) 3(3-0)

ELECTRICAL INSTALLATION AND MAINTENANCE

ELC 1102 Applied Electricity: This course focuses on the use and care of test instruments and equipment used in servicing electrical apparatus for air conditioning and refrigeration installations. Topics include electrical principles and procedures for troubleshooting of the electrical devices used in air conditioning, heating, and refrigeration equipment, including transformers, various types of motors and starting devices, switches, electrical heating devices, and wiring. (W) 3(2-0-3)

ELC 1123 Electrical Installation: This course is designed to teach students the fundamentals of electrical wiring in houses and in small commercial buildings. Topics include the reading of electrical blueprints, sizing of conductors, proper wiring procedures, and installation of electrical components. The National Electrical Code is incorporated into the instruction. Safety is stressed at all times. (W) 2(1-0-3)

ELC 1510 Fundamentals of Electrical Installation I: This course provides instruction and application in the fundamentals of planning and installing wiring in residential application to include services, panels, lighting, fusing, branch circuits, and National Electrical Code regulations. (F) 10(5-0-15)

ELC 1520 Fundamentals of Electrical Installation II: This course covers the relationship between voltage, current, and resistance as revealed by the application of Ohm's Law to series and parallel circuits. Topics include sources of direct and alternating current and effects of reactance and impedance upon the power and resonance of these circuits. The operation and use of instruments to measure voltage, power, current, and resistance are also covered. Prerequisite: ELC 1510. (W) 4(2-0-6)

ELC 1522 Residential Installation: This course provides instruction and application in installing electrical requirements in residential dwellings, regulations governing the wiring as listed in the National Electrical Code and in the specifications, load calculations for family-type dwellings, installation of service equipment, and branch circuits in actual building mock-ups. (W) 8(5-0-9)

ELC 1530 Fundamentals of Electrical Installation III: This course expands the application of electrical installation concepts for more complicated domestic buildings and commercial applications. Prerequisite: ELC 1520. (S) 7(5-0-6)

ELC 1532 Commercial Installation: This course provides instruction in commercial blueprint reading, National Electrical Code requirements, wiring methods, and installation of electrical distribution systems in commercial locations. (S) 9(5-0-12)

ELC 1540 Marine and Industrial Installations: This course provides instruction and application in installing electrical service in vessels and in industrial-type buildings, installing three-phase power circuits, and National Electrical Code requirements. (SS) 6(3-0-9)

ELC 1542 DC and AC Motors and Control: This course provides an introduction to direct and alternating current motors, generators, and transformers. Topics include the principles of control systems for start, stop, and speed through the use of contactors, relays, and auto-transformer starters. Proper methods for selecting overload protection and correct size for feeder circuits and disconnects are covered. Emphasis is also on familiarization with various control systems for temperature and humidity. (SS) 8(5-0-9)

ELECTRONIC DATA PROCESSING

EDP 95 Special Projects: This course is designed to give students an opportunity for extra assistance in a program of study. Students work with computers in developing assigned programs for a more in-depth understanding of computer programming. (F,W,S,SS) 1*(0-3)

*Denotes preparatory credit (non-transferable).

EDP 99 EDP Skills Lab: This lab is designed to aid students who need additional practice and instruction in developing computer programming skills. (Var.) 0(Var.)

EDP 101 Introduction to Computers: This course is a study of computer operations, peripheral equipment, and utilization. A microcomputer application lab is included to expose students to typical software packages. May count as an elective course toward A.A., A.S., and A.F.A. degrees. (F,W,S,SS) 4(3-2)

EDP 109 BASIC I: This is a beginning BASIC programming course which covers such topics as system operation, use of BASIC terms in programming, de-

bugging, and techniques of program writing. The laboratory work provides problem application for lecture sessions. May count as an elective course toward A.A., A.S., and A.F.A. degrees. Prerequisite: EDP 101. (W,S,SS) 4(3-3)

EDP 110 BASIC II: This course is an advanced study of BASIC programming which includes creation and access of sequential and direct access files. A program project is required in the laboratory work. May count as an elective course toward A.A., A.S., and A.F.A. degrees. Prerequisite: EDP 109. (S) 4(3-3)

EDP 113 Logic Design and Flowcharts: This is a fundamental course in computer logic in which students analyze problems using computer logic. The logic of the computer program is formulated in standard flowcharting forms for use in future programs. May count as an elective course toward A.A., A.S., and A.F.A. degrees. Prerequisite: EDP 101. (W) 3(3-0)

EDP 136 Microcomputer Operations: This course provides a study of DOS software and microcomputer hardware as related to the installation, use, and maintenance of business application software. Proper hardware operation and maintenance procedures, disk file maintenance, as well as system configuration and batch automation principles are covered. May count as an elective course toward A.A., A.S., and A.F.A. degrees. Prerequisite: EDP 101 or permission of instructor. (F,W,S,SS) 4(3-3)

EDP 137 Microcomputer Spreadsheets: This is a study of the applications software known as electronic spreadsheets and its applications in the modern business environment. Worksheet creation, operation, graphic display of data, and macro commands are covered. May count as an elective course toward A.A., A.S., and A.F.A. degrees. Prerequisite: EDP 136 or permission of instructor. (S) 4(3-3)

EDP 138 Microcomputer DBMS I: This is a study of the software known as Database Management Systems and its applications in the modern business environment. DBMS operations such as file definition, form creation, data entry and maintenance, as well as query operations and report generation are covered. May count as an elective course toward A.A., A.S., and A.F.A. degrees. Prerequisite: EDP 136 or permission of instructor. (F) 4(3-3)

EDP 139 Microcomputer DBMS II: This course presents advanced concepts in database management and is a continuation of EDP 138. Course material is presented through a mixture of relational database theory and practice. Students learn how to design, develop, and write customized programs which interface with the database software as well as learn techniques for transferring data to and from word processing and spreadsheet files. May count as an elective course toward A.A., A.S., and A.F.A. degrees. Prerequisite: EDP 138. (W) 4(3-3)

EDP 201 Microcomputer Installation and Maintenance: This course is a study of the basic maintenance and installation methods and procedures for microcomputer-based computer systems. Preventive maintenance, diagnostic testing, equipment upgrades, and software configurations are covered. May count as an elective course toward A.A., A.S., and A.F.A. degrees. Prerequisite: EDP 136. (S) 4(3-2)

EDP 204 Electronic Word Processing I: This course is an introduction to word processing using a commercially available software package. Classroom assignments using the software are incorporated into working lecture sessions. Students are taught letter, form, and report manipulation. May count as an elective course toward A.A., A.S., and A.F.A. degrees. Prerequisite: BUS 101. (W,SS) 3(3-0)

EDP 205 Computerized Accounting: This course introduces students to computerized accounting principles and covers five major accounting systems commonly found in computerized accounting environments. These systems are general ledger, depreciation, accounts receivable, accounts payable, and payroll. May count as an elective course toward A.A., A.S., and A.F.A. degrees. Prerequisites: BUS 203 and BUS 204. (F,S) 3(3-0)

EDP 206 Electronic Word Processing II: This course presents advanced concepts in word processing and is a continuation of EDP 204. Students learn important principles for organizing documents on a fixed or floppy disk system. The course focuses on such topics as merging documents, creating and using macros, working with math functions, utilizing line draw and other features, and exploring the graphics capability of the word processor package. May count as an elective course toward A.A., A.S., and A.F.A. degrees. Prerequisite: EDP 204. (S) 3(2-3)

EDP 207 COBOL I: This is a fundamental COBOL programming course in which COBOL language structure, statements, and programming methods and techniques are studied. Students develop program logic and write programs to create and access sequential data files. Laboratory work covers program entry, compiling, and execution. May count as an elective course toward A.A., A.S., and A.F.A. degrees. Prerequisite: EDP 101. (F,W,SS) 4(3-3)

EDP 208 COBOL II: This continuation of the study of COBOL includes more complex COBOL instructions and techniques. Laboratory exercises involve devel-

opment of index and relative data files. May count as an elective course toward A.A., A.S., and A.F.A. degrees. Prerequisite: EDP 207. (W) 4(3-3)

EDP 209 COBOL III: This advanced study of complex COBOL programming covers file maintenance, matrix, and table handling. The course is intended primarily for data processing majors. Laboratory work requires completion of assigned programming project. May count as an elective course toward A.A., A.S., and A.F.A. degrees. Prerequisite: EDP 208. (S) 4(3-3)

EDP 211 Telecommunications: This course provides an introduction to telecommunications in office systems. Emphasis is on the application of telecommunications to facilitate information interchange in whatever form the information takes, such as voice, data, text, or image. Students learn the fundamentals of interfacing microcomputers with other hardware devices. May count as an elective course toward A.A., A.S., and A.F.A. degrees. Prerequisite: EDP 136. (F) 4(3-3)

EDP 212 Pascal I: This course introduces students to the syntax of the Pascal language through the study of general language command formats and practical examples. Proper program design techniques are studied, including currently accepted methods for program analysis, program documentation, logic design, coding in the Pascal language, and testing and debugging of programs. May count as an elective course toward A.A., A.S., and A.F.A. degrees. (F,SS) 4(3-3)

EDP 213 Pascal II: This course expands on the concepts covered in Pascal I. Advanced concepts of the Pascal language are introduced and implemented using structured program design techniques. May count as an elective course toward A.A., A.S., and A.F.A. degrees. Prerequisite: EDP 212. (W,SS) 4(3-3)

EDP 214 Micro Systems Analysis and Design: This course teaches students the techniques and tools utilized in developing office systems from a "system" approach. May count as an elective course toward A.A., A.S., and A.F.A. degrees. Prerequisite: EDP 136. (W) 4(3-3)

EDP 219 System Analysis: This course covers the position of system analysis and the relationship of the data processing department with other business departments and with management information systems. May count as an elective course toward A.A., A.S., and A.F.A. degrees. Prerequisite: EDP 101. (F,S,SS) 3(3-0)

EDP 220 Computer Programming Project: In this course, students are required to develop a project which simulates a problem in business requiring a program solution. Students may select BASIC, COBOL, or Pascal for programming. The course places the responsibility upon the student to solve the problem with minimum assistance from the instructor. Prerequisites: EDP 110, 208, and 213. (S) 4(3-3)

ELECTRONICS

ELN 99 Electronics Skills Lab: This course provides a supervised laboratory experience and is offered to allow students extra time to work with laboratory experiments. (Var.) 0(Var.)

ELN 101 Direct Current Circuits: During this study of direct current circuits, students acquire an understanding of current and voltage characteristics in series circuits, parallel circuits, and series-parallel circuit configurations. The course also provides a study of resistance, maximum power transfer, and network analysis using Thevenin's and Norton's theorems. (F) 6(4-4)

ELN 102 Alternating Current Circuits: This course introduces students to alternating current flow, commonly called ac current. Topics include the voltage and current characteristics in series circuits, parallel circuits, and series-parallel circuit configurations consisting of combinations of resistance, capacitance, and inductance. (W) 6(4-4)

ELN 110 Electronics Interconnection Technology: This course covers the theory and practice of the characteristics and maintenance of connection paths between components, integrated circuits, printed circuit boards, equipment, and systems. Cable characteristics and fabrication, printed circuit board and component soldering and de-soldering, SMD, and ESD are studied. Prerequisite: ELN 102 or permission of instructor. (S) 3(2-2)

ELN 113 Electronics I: This is a continuation of the study of ac current theory and practices dealing with resistance, capacitance, and inductance in alternating current circuits. The course also introduces students to solid state devices in a beginning study of diodes, transistors, and their application in electronic circuits. Prerequisite: ELN 102. (S) 6(4-4)

ELN 114 Electronics II: This course covers small signal and power amplification using BJT, FET, operational amplifier, and vacuum tube devices. Typical circuit troubleshooting as well as dc and ac component characteristics are examined. Prerequisite: ELN 113. (SS) 5(3-4)

ELN 207 Individually Supervised Study, Electronics: This course is designed to foster independent study, research, and investigation in electronics. The student makes a preliminary presentation of a problem,

conducts an investigation, and presents a final report, including a statement of the problem and methods of investigation along with conclusions and suggestions for further study. Prerequisite: Permission of instructor. (Var.) 3(0-6)

ELN 211 Electronics III: This course focuses on oscillators, basic communications transmission and reception, frequency synthesizer operation, and basic power control devices and circuits. Prerequisite: ELN 114. (F) 5(3-4)

ELN 212 Digital Electronics I: This course focuses on basic digital logic through a study of relevant number systems and conversions; the symbols, tables, equations, and circuit operation of the basic gates; and basic MSI combinational and sequential digital circuits such as decoders, flip-flops, and registers. Logic family data, handling, and basic troubleshooting are also covered. Prerequisite: ELN 113. (SS) 5(3-4)

ELN 213 Digital Electronics II: This course covers memory and microprocessor characteristics and operations. Data book and specification sheet use and comprehension are stressed. Prerequisite: ELN 212. (F) 5(3-4)

ELN 214 Digital Electronics III: This course presents microcomputer and peripheral characteristics and interfacing. Memory-mapped and I/O-mapped ports, parallel and serial interfaces, as well as adc and dac analog interfaces are examined. Prerequisite: ELN 213. (W) 5(3-4)

ELN 215 Electronic Troubleshooting I: This course covers basic analog troubleshooting and repair techniques using the National Television Standards Committee (NTSC) systems as a model. Symptom-function analysis, signal tracing, and injection as well as substitution and associated repair processes are used. Prerequisite: ELN 211. (W) 5(3-4)

ELN 216 Electronic Troubleshooting II: This course covers advanced analog troubleshooting and repair techniques, including intermittent troubleshooting using common commercial and consumer equipment such as multiplex receivers, VCRs, and CB transceivers as models. Prerequisite: ELN 215. (S) 5(3-4)

ELN 217 Electronics Communications: This is a study of electronic communications theory and systems. The systems covered include AM, FM, television, antennas, cable, satellite, and optical. Prerequisite: ELN 114 or permission of instructor. (F) 5(3-4)

ELN 221 Microcomputer Troubleshooting: This course covers microcomputer "kernel" troubleshooting and nodal techniques. Symptom-function analysis and substitution principles and practice as well as ICE and logic analysis processes are used. The operation and troubleshooting of keyboard and CRT displays are also studied. Prerequisite: ELN 212. (W) 5(3-4)

ELN 222 Advanced Microcomputer Interfacing: This course covers microcomputer controller systems and interfaces as used in computer applications such as industrial control and automation. Transducer types, characteristics, and interfaces as well as control software are examined in this course. Prerequisites: ELN 214 and ELN 221. (S) 5(3-4)

ELN 223 Microprocessor Programming: This course is a study of microcomputer assembly language programming and the hardware and software interfaces involved. Emphasis is on the use of the universal programming techniques. The course is designed to provide students with a working knowledge of assembly process, assembly languages, and factors to be considered when using assembled software to control the hardware of a microprocessor-based computer. Prerequisites: ELN 212 and EDP 136 or permission of instructor. (F) 4(3-3)

ELN 224 Peripheral Troubleshooting: This course covers peripheral operation, maintenance, troubleshooting, and repair using typical microcomputer peripheral devices such as disk storage, printer, and modem systems as models. Prerequisite: ELN 221. (S) 5(3-4)

ENGLISH

ENG 91 Grammar Fundamentals: This course reviews the parts of speech, the structure of English sentences, and punctuation. In addition, it begins the study of paragraph composition. Graded on a pass/repeat basis. (F,W,S,SS) 5*(5-0)

ENG 92 Composition Fundamentals: This course is a continuation of ENG 91 and emphasizes sentence structure and paragraph composition. Graded on a pass/repeat basis. Prerequisite: ENG 91. (F,W,S,SS) 5*(5-0)

*Denotes preparatory credit (non-transferable).

ENG 101 English Composition I: This course focuses on the various standard modes of composition, emphasizing paragraph development. Students should expect to write frequently for a grade. In literature, emphasis is on the short story. Prerequisites: A minimum placement test score of 45 with high school English grades of "B" or better or minimum placement test score of 51. (F,W,S,SS) 3(3-0)

ENG 102 English Composition II: This course continues the study of composition with emphasis on

essay structure and development and on the techniques of research writing. In literature, class emphasis is on drama. Prerequisite: ENG 101. (F,W,S,SS) 3(3-0)

ENG 103 English Composition III: This course focuses on poetry and the novel. In composition, emphasis is on writing about the literature studied. Prerequisite: ENG 102. (S,SS) 3(3-0)

ENG 115 Man and the Media: This course is designed to increase students' ability to think analytically about the various media and their impact on man. Discussions focus on selected television programs and movies and the relationship between verbal and visual media. Note:This course does not normally satisfy humanities requirements for graduation. (Var.) 3(3-0)

ENG 201 English Literature I: This course focuses on the poetry and prose of the English peoples from the pre-Christian era through the Puritan era with emphasis on Beowulf, Chaucer, Spenser, Shakespeare, and Milton. Prerequisite: ENG 103. (F) 3(3-0)

ENG 202 English Literature II: This course focuses on the literature of the English peoples from the Puritan to the Victorian era with emphasis on the satirists and romantics. Prerequisite: ENG 103. (W) 3(3-0)

ENG 203 English Literature III: This course focuses on the literature from the Victorian to the Modern era with emphasis on the prose writers and poets. Prerequisite: ENG 103. (S) 3(3-0)

ENG 205 American Literature I: This course is a survey of American literature from its beginnings through Thoreau. Prerequisite: ENG 103. (F,SS) 3(3-0)

ENG 206 American Literature II: This course is a survey of American literature from Longfellow through Dreiser. Prerequisite: ENG 103. (W,SS) 3(3-0)

ENG 207 American Literature III: This course is a survey of American literature from Robinson to Oates. Prerequisite: ENG 103. (S,SS) 3(3-0)

ENG 209 Business Communications: This course covers the principles of modern business communications through the development of English grammar, with analysis and composition of the various types of effective business letters and reports. Prerequisite: ENG 101. (W) 3(3-0)

ENG 1020 Reading Improvement: This course is designed to improve students' ability to comprehend what is read by learning to read more rapidly and accurately. It is adjusted to vocational students' interests. (F) 2(2-0-0)

ENG 1030 Communication Skills: This course presents various principles and techniques of communication and shows students how to apply these principles and techniques in business and industry. (W,S) 2(2-0-0)

FRENCH

FRE 101 Elementary French I: This course introduces the basics of French pronunciation, grammar, and civilization. Emphasis is on developing skills of speaking, reading, writing, and comprehending the language. Topics include present tense verbs, telling time, and the correct usage of pronouns, adjectives, and adverbs. No previous study of French is required. (F) 3(3-1)

FRE 102 Elementary French II: This course is a continuation of FRE 101. Topics include quantity expressions, idiomatic expressions, more irregular verbs in the present tense, and the passé composé. Prerequisite: FRE 101 or equivalent. (W) 3(3-1)

FRE 103 Elementary French III: This course is a continuation of FRE 102. Topics include reflexive verbs; indirect and direct object pronouns; the imperfect, future, and conditional tenses; and the comparison of adjectives and adverbs. Prerequisite: FRE 102 or equivalent. (S) 3(3-1)

FRE 151 Intermediate French I: This course is a review and expansion of elementary grammar concepts. Emphasis is on developing an increased vocabulary and on speaking, reading, comprehension, and writing skills. The course is designed to further students' understanding of French culture through reading conversations and literary works. Prerequisite: Two years of high school French, FRE 101-103, or equivalent. (F) 3(3-1)

FRE 152 Intermediate French II: This course is a continuation of FRE 151. Topics include the differences between the passé composé and the imperfect tenses, interrogative pronouns, and the passive voice. Prerequisite: FRE 151 or equivalent. (W) 3(3-1)

FRE 153 Intermediate French III: This course is a continuation of FRE 152. Topics include a study of the subjunctive mood, object pronouns, and the future and conditional tenses. Prerequisite: FRE 152 or equivalent. (S) 3(3-1)

FRE 200 Selected Readings in French: This course is for those able to read French literature. Selections of short stories and drama are used and literary interpretations are included. Prerequisite: Three years of high school French or the completion of FRE 153. (Var.) 3(3-0)

GENERAL STUDIES

GUI 99 General Studies Lab (Computer-Assisted Instruction): This lab is designed for students who need additional instruction in a curriculum course. Instruction is primarily through the use of computer-assisted instructional materials; however, a coordinator/tutor is present to provide individual tutoring if necessary. Prerequisite: Recommendation of the student's curriculum instructor. (F,W,S,SS) (Var.)

GEOGRAPHY

GEO 101 Principles of Geography I: This is the first course of a two-quarter sequential course designed to introduce students to the study of geography, emphasizing physical geography and its influence on man. (Var.) 3(3-0)

GEO 102 Principles of Geography II: This course is a continuation of GEO 101. Emphasis is on the influence of geography on man in the major climatic regions of the earth. Prerequisite: GEO 101 or permission of the instructor. (Var.) 3(3-0)

HEALTH

HEA 121 Hygiene I: This course provides studies of the human body and its functions as related to problems of health and disease. Emphasis is on the idea that good health and wellness are necessary in fulfilling life needs and goals. (F,W,S,SS) 3(3-0)

HEA 122 Hygiene II: This course is designed to give students a stimulating and realistic approach to personal and community life health and to develop in them a sound and critical attitude concerning their personal health and wellness. (F,W,S,SS) 3(3-0)

HEA 223 First Aid and Safety Education: This course emphasizes developing safe attitudes, preventing accidents, and learning what to do if an accident occurs. Because preventing accidents should be of primary importance to anyone desiring to live a normal and fulfilling life, this type of attitude is stressed at all times. (F,W,S,SS) 3(3-0)

HISTORY

HIS 101 Ancient History: This course surveys prehistory, the Ancient Near East, Greece and Rome through the Principate, Byzantium and Eastern Roman Empires to the 6th century, and China. (F,SS) 3(3-0)

HIS 102 Medieval History: This course surveys the rise of Christianity, the decline of Rome in the West, the Middle Ages, the Medieval Church, growth of towns and commercialism, the Renaissance, Reformation, and the rise of Royal Absolutism in the 17th and 18th centuries. Non-western cultures are also presented. Prerequisite: None; HIS 101 is recommended. (W,SS) 3(3-0)

HIS 103 Modern History: This course surveys the Enlightenment; European expansion; dynastic struggles of the 18th century; American, French, and Industrial Revolutions; World War I; the Russian Revolution; World War II; and the post-War period to the present. Prerequisite: None; HIS 101 and 102 are recommended. (S,SS) 3(3-0)

HIS 201 U.S. History I: This course surveys European Colonial expansion in the Western Hemisphere, the establishment of the English Colonies, the struggle for American independence, the Federal period, and the War of 1812. (F) 3(3-0)

HIS 202 U.S. History II: This course surveys the Ante Bellum period, the Civil War, the Reconstruction, the rise of big business, the Labor Movement, the Populist-Progressive movements, and imperial expansion to 1917. (W) 3(3-0)

HIS 203 U.S. History III: This course surveys 20th Century U.S. history from the Progressive Movement through the Cold War. (S) 3(3-0)

HIS 204 An Introduction to Latin America: This course surveys the geography, culture, economy, politics, and history of Latin America. Emphasis is on the geographical and cultural forces which have contributed to the Latin America of the modern period together with the modern movements in Latin America which strive to solve Latin American problems. Prerequisite: 3 hours of college history. (Var.) 3(3-0)

HIS 206 Modern Europe, 1815-1914: Seminar: This course traces the development of the European state system as it evolved in the 19th century leading to certain factors involved in the causes of World War I. Emphasis is on the forces of liberalism, conservatism, and nationalism and the reasons roles changed during the period. Prerequisite: 3 hours of college history. (W) 3(3-0)

HIS 207 Modern Europe, 1914-1960: Seminar: This course traces the development of World War II, the course of the war, and the post-war period of reconstruction. Emphasis is on the political, intellectual, and economic developments in European civilization following World War I and on the Treaty of Versailles. Prerequisite: 3 hours of college history. (S) 3(3-0)

HIS 209 An Interpretive History of Russian Culture: This travel-study course focuses on the history, geography, religion, and art of Old and New Russia. Students are required to attend lectures, take tests,

and complete outside assignments. A study tour in the Soviet Union, where students are exposed to Russian culture and history as it is lived, is required.
(W) 5(3-6)

HOTEL AND RESTAURANT MANAGEMENT

HRM 103 Introduction to the Hospitality Industry: This course traces the growth and development of the hospitality industry from early inns to the modern hotel-restaurant industry. Emphasis is on the organization of the hotel-restaurant industry and the future trends in the industry. (Var.) 3(3-0)

HRM 104 Front Office Procedures: This course prepares students to assume the duties of the various jobs in the hotel front office. Students learn the procedures involved in registering, accounting for, and checking guests out of the hotel. Front office promotional and sales practices are studied along with front office machine laboratory sessions. (Var.) 4(3-3)

HRM 105 Laws of the Hospitality Industry: The subject matter of this course includes statutes and case decisions affecting the operation of hotels, motels, and restaurants; laws governing the hotel-guest relationship; the protection of guests and their baggage; and a consideration of innkeeping statutes. (Var.) 3(3-0)

HRM 107 Food Cost Accounting: This course is designed to familiarize students with the terms used in the food accounting field along with the various practices used by the industry in relation to food purchasing, preparation, accounting, and records as specified by the Uniform System of Accounts for Hotels and Restaurants which is recommended by the American Hotel-Restaurant Association. (Var.) 3(2-3)

HRM 110 Sanitation and Safety: Basic food sanitation principles are studied in conjunction with the college food facilities. The necessary information required for state inspection by a food sanitarian is covered. (Var.) 3(3-0)

HRM 207 Properties Management: This survey course provides necessary information about housekeeping and maintenance requirements in the hotel-restaurant industry. Safety, sanitation, and maintenance management for real property are stressed.
(Var.) 3(3-0)

HRM 208 Menu Planning: This course provides a survey of menu planning for hotels and restaurants with emphasis on history and development, types, format, and uses. The importance of pre-planning the entire operation, including layout, is studied. (Var.) 3(3-0)

HRM 209 Food Purchasing: This course is designed to provide students with a summary of the knowledge and the principles of quantity food buying. Students also learn the importance of developing and using specifications for purchase. (Var.) 4(3-2)

HRM 211 Beverage Operation: This course covers the principles and operation of an effective and successful beverage operation. Developing standards and calculating costs and income are also emphasized.
(Var.) 4(3-2)

HRM 213 Hospitality Business Management: This course analyzes management's functions and responsibilities in such areas as administration, organization, communications, accounting, and human relations. (Var.) 3(3-0)

HUMANITIES

HUM 123 Introduction to Humanities I: This course is an integrated historical survey of music and art in the Western World from the Greeks to the Renaissance, with reference to the environment under which the works were created. (F) 3(3-0)

HUM 124 Introduction to Humanities II: This course focuses on the systematic development of economics, government, and religion and its influence on forms and methods of creativity as revealed in specific works of art and music from the Baroque to the Romantic periods. (W) 3(3-0)

HUM 125 Introduction to Humanities III: This course is a study of Impressionism in France as a passage to 20th century art, music revolutions, and changing cultural patterns. (S) 3(3-0)

HUM 1100 Technology in a Changing World: This course investigates the process of technological change and how it affects human needs and concerns. Through the use of film and lecture-discussion, a number of major inventions are studied and their impact on individuals and society are examined. (S) 2(2-0-0)

LIBRARY

LIB 100 Library Usage: This general course covers the use of standard library reference tools such as the card catalog, indexes, directories, handbooks, and periodicals. Frequent, short research projects are required; and one long project is completed during the course. (F,W,S,SS) 1(1-0)

MACHINIST

MEC 99 Machinist Skills Lab: This course is designed to aid students who need additional practice and instruction in developing machinist skills.(Var.) 0(Var.)

MEC 1120 Duct Construction and Maintenance: This course provides a study of various duct materials, including sheet steel, aluminum, and fiber glass. Emphasis is on safety, sheet metal hand tools, cutting and shaping machines, fasteners and fabrication practices, layout methods, and development of duct systems. Students service various duct systems and perform on-site repairs, including ducts made of fiber glass. A study is also made of duct fittings, dampers and regulators, diffusers, heater and air washers, fans, insulation, and ventilating hoods. (SS) 5(3-0-6)

MEC 1135 Mechanical Installations: This course introduces students to the installation of built-in appliances and other mechanical equipment found in the modern home or small commercial building. Installation is studied in connection with framing and finishing of the carpentry work. Also, the course helps students understand the types of plumbing, heating, air conditioning, and automatic sprinkler systems to be installed along with other appliances such as stoves, ovens, dishwashers, and refrigerators. Field trips are a part of this course. (SS) 3(2-0-3)

MEC 1200 Machine Shop Theory and Practice I: This course introduces the machinist trade and describes the potential it holds for the craftsman. Emphasis is on the identification, care, and use of basic hand tools and precision measuring instruments. Elementary layout procedures and processes of the lathe, drill press, and milling machines are introduced both in theory and in practice. Minimum clock hours—180. (F) 8(3-0-15)

MEC 1201 Machine Shop Processes: This course is designed to acquaint students with the procedures of layout work and the correct use of hand and machine tools. Experiences are provided in the basic fundamentals of drill press and lathe operation, hand grinding of drill bits and lathe tools, and set-up work applied to the trade. (Var.) 2(0-0-6)

MEC 1210 Machine Shop Theory and Practice II: This course is designed to advance students' knowledge of basic machining skills. Hand tools, precision measuring instruments, the lathe milling machine, and drill presses are used in producing assigned projects. Students are required to utilize all information covered in theory and to implement all safety requirements encompassed with the use of each machine. Minimum clock hours—140. (W) 6(2-0-12)

MEC 1220 Machine Shop Theory and Practice III: This is an advanced course segment for using the lathe, grinder, milling machine, and shaper. Topics include an introduction to basic indexing and terminology with additional practice in the processes of calculating, cutting, and measuring of gears. Students use precision measuring instruments and tools which are used in actual industrial applications. Minimum clock hours—140. (S) 6(2-0-12)

MEC 1230 Machine Shop Theory and Practice IV: This course provides students with an opportunity to complete advance operations on all equipment in the lab. Emphasis is on programming, setting up, and operating computer numerically controlled equipment. Special procedures and operations, processes and equipment, observing safety procedures faithfully, and establishing good work attitudes acceptable to industry must be practiced. Prerequisites: MEC 1200, 1210, 1220, or equivalent machine shop and practice. Minimum clock hours—180. (SS) 8(3-0-15)

MEC 1250 Structure of Metals I: This course is an elementary and practical approach to ferrous metals which includes a study of their structure, marking, classification, and uses; the theory of iron and steel and their alloys; and shaping, forming, heat treatments, and surface treatments of steel. (W) 3(3-0-0)

MEC 1255 Structure of Metals II: This course, a continuation of MEC 1250, is an elementary and practical approach to non-ferrous metals which includes a study of their structure, marking, classification, and uses. Topics include their shaping, forming, heat treatments, and surface treatments. (SS) 3(3-0-0)

MEC 1260 Precision Machining I: This course focuses on designing and building machine shop projects which require a great deal of student skill. Students are required to use all the equipment in the shop to build these projects; close tolerances are held on all parts making up the projects. Prerequisite: MEC 1230 or equivalent shop experience. Minimum clock hours—180. (W) 8(3-0-15)

MEC 1265 Precision Machining II: In this course, more complex machining projects are undertaken to provide students with projects which require a high degree of skill and accuracy. Prerequisite: MEC 1260 or equivalent shop experience. Minimum clock hours—180. (S) 8(3-0-15)

MEC 1272 Fundamentals of Numerical Control: This course offers both classroom and hands-on experience in the understanding and operation of numerical control and computer numerical control equipment. Minimum clock hours—150. (F) 8(3-6-6)

MEC 1275 Jig and Fixture Building: This course is designed to familiarize students with designing and building jigs and fixtures used in production manufacturing by machine shops. Minimum shop hours—120. (SS) 6(2-4-6)

MEC 1280 Die Making: This course presents an elementary and practical approach to the building of

simple dies. Emphasis is on methods of developing different types of dies. Instruction is given in the types of materials used and the machining of component parts of dies. Minimum clock hours—120. (SS) 6(2-4-6)

MASONRY

MAS 1101 General Masonry: This course is designed to introduce and familiarize students with the masonry industry. Emphasis is on the proper use of masonry tools; the study of different types of masonry products and their uses; mixing of mortar for proper bonding; layout and construction of foundations, walkways, and drives; and construction of fireplaces and flues. (F) 7(2-0-15)

MATHEMATICS

MAT 90 Math Skills: This course is designed to aid students who need additional assistance and supervised study in the basic operations of fundamental arithmetic and algebra. The course may be taken concurrently with MAT 91. Placement is determined by scores on the math placement test. Graded on a pass/repeat basis. (F,W,S,SS) 3*(3-0)

MAT 91 Basic Mathematics: This course is a review of the basic operations of addition, subtraction, multiplication, and division as performed on whole numbers, fractions, decimals, and signed numbers. Topics include a study of percent applications and a brief discussion of ratios and proportions. (F,W,S,SS) 5*(5-0)

*Denotes preparatory credit (non-transferable).

D-MAT 101 Basic Algebra I: This is an elementary course for students who have had little or no previous work in algebra. Topics include fundamental operations, solutions of first degree equations, polynomials, factoring, and word problems. Prerequisite: Minimum score of 17 on math placement test.(F,W,S,SS) 3(3-0)

D-MAT 102 Basic Algebra II: This elementary course is a continuation of D-MAT 101. Topics include algebraic fractions, graphs of linear and quadratic equations, linear inequalities, and systems of linear equations; algebraic solutions to systems of linear equations, inequalities, and quadratic equations; fractional exponents and radical expressions. Prerequisite: D-MAT 101 with a minimum grade of "C." (W,S,SS) 3(3-0)

D-MAT 103 Basic Geometry: This is an elementary course for students who have had no previous experience with geometry or who need a thorough review. Topics include a study of angles, lines, points, triangles, congruence, simple proofs, parallel lines, quadrilaterals, inequalities, area, volume, Pythagorean Theorem, proportion, similarity, circles, and sectors. Prerequisite: One year of high school algebra or D-MAT 101. (Var.) 3(3-0)

MAT 121 College Algebra I: This course provides a review of basic algebra, the coordinate plane, functions and their graphs, quadratic functions, inequalities, absolute values, and conic sections. Prerequisites: Minimum math placement test score of 30 and two years of high school algebra with grades of "C" or better or minimum grade of "C" in D-MAT 102. (F,W,S,SS) 3(3-0)

MAT 122 College Algebra II: This course introduces polynomial functions, exponential and logarithmic functions, matrix algebra, sequences, series, binomial theorem, and probability. Prerequisite: MAT 121 or permission of instructor. (W,S,SS) 3(3-0)

MAT 123 Trigonometry: This course covers definitions of the trigonometric functions, solutions of right triangles, laws of sines and cosines, oblique triangles, identities, conditional equations, inverse functions, polar coordinates, complex numbers, and vectors. Prerequisites: MAT 121 and 122 or permission of instructor. (S,SS) 3(3-0)

MAT 201 Calculus I: This course covers rate of change of functions, limits, derivatives of algebraic functions, applications of derivatives, continuity, the indefinite integral, the definite integral, areas, and derivative and integral of sine and cosine functions. Prerequisite: MAT 123 or permission of instructor. (F) 5(5-0)

MAT 202 Calculus II: This course focuses on the application of the definite integral; derivatives and integrals of trigonometric functions, inverse trigonometric functions, logarithmic functions, exponential functions, and hyperbolic functions; and methods of integration. Prerequisite: MAT 201. (W) 5(5-0)

MAT 203 Calculus III: This course covers plane analytic geometry, polar coordinates, vectors and parametric equations, and vector functions and their derivatives. Prerequisite: MAT 202. (S) 5(5-0)

MAT 204 Calculus IV: This course focuses on partial differentiation, multiple integration, and infinite series (Maclaurin, Taylor, Fourier). Prerequisite: MAT 203. (SS) 3(3-0)

MAT 211 Elementary Statistics: This is a college credit course designed to acquaint students in various fields with the fundamentals of modern statistics without rigorous proof of theorems involved. Topics include descriptive statistics; elementary probability theory; bi-

nomial, normal, chi-square, and F distributions; hypothesis testing; regression and correlation; one-way ANOVA; and selected nonparametric tests. Prerequisite: Minimum math placement test score of 30 or permission of instructor. (S) 5(5-0)

MATHEMATICS, OCCUPATIONAL

MAT 104 Technical Math I: This course begins with signed numbers and calculating with scientific notation. Topics include performing basic algebraic operations, solving linear equations, setting up ratios, and solving proportions. The course also includes graphing linear equations, solving systems of equations algebraically and graphically, factoring quadratic equations, solving quadratic equations by factoring, and performing basic operations with algebraic fractions. D-MAT 101 and 102 are allowed as a substitute. (F) 5(5-0)

MAT 105 Technical Math II: This course covers simplifying positive, negative, zero, and fractional exponents. Topics include simplifying and performing basic operations on radicals. Solving quadratic equations by Completing the Square and by the Quadratic Formula are covered as well as plane and solid geometry. Prerequisite: MAT 104 or D-MAT 101 and 102 or minimum math placement test score of 30. (W) 4(4-0)

MAT 106 Technical Math III: This course covers trigonometry for right and oblique triangles, trigometric relations, radian measure, vectors, and practical applications. Prerequisite: MAT 105 or permission of instructor. (S) 3(3-0)

MAT 1000 Fundamentals of Mathematics: This course focuses on basic operations; addition, subtraction, multiplication, and division of whole numbers, common fractions, and decimal fractions; and percentages, ratios, proportions, gears, and pulleys. (F) 5(5-0-0)

MAT 1010 Vocational Mathematics: This course includes calculator problems with conversions and decimals, work and power formulas, basic algebra, and study of rectangles and triangles. Prerequisite: MAT 1000 or permission of instructor. (W) 3(3-0-0)

MAT 1020 Geometry and Trigonometry: This course is a study of geometry and trigonometry as applied to the machinist trade. Prerequisite: MAT 1010 or permission of instructor. (S) 3(3-0-0)

MAT 1030 Machinist Mathematics: This course provides practical application of algebra and trigonometry in solving problems related to the machinist trade. (SS) 3(3-0-0)

MAT 1050 Math for Cosmetology: This course covers basic operations; addition, subtraction, multiplication, and division of whole numbers; common fractions and decimal fractions; and percentages. Emphasis is on practical applications. (W) 4(4-0-0)

MAT 1112 Construction Estimating: As part of the Light Construction program, this course emphasizes estimating the cost of construction on building projects or on phases of building projects. Students work with blueprints to develop material lists and to estimate time involved to find labor costs. Prerequisites: DFT 101, DFT 207, MAT 1000, and MAT 1010. (SS) 3(3-0-0)

MUSIC

MUS 90 Music Skills Lab: This lab is designed to aid students who need additional practice and instruction in developing music skills. (F,W,S) 0(Var.)

MUS 91-92-93 Organ Class: This is a preparatory course for organists of insufficient background for college credit organ courses or for students who do not wish to study organ for credit. By examination upon the completion of each quarter, qualified students may enter MUS 114. (Var.) 1*(1-0)

MUS 94-95-96 Voice Class: This is a preparatory course for vocalists of insufficient background for the college credit voice courses or for students who do not wish to study voice for credit. By examination upon the completion of each quarter, qualified students may enter MUS 108. (Var.) 1*(1-0)

MUS 97-98-99 Piano Class: This is a preparatory course for pianists of insufficient background for the college credit piano courses. By examination upon the completion of each quarter, qualified students may enter MUS 111. (Var.) 1*(1-0)

*Denotes preparatory credit (non-transferable).

MUS 100 Music Fundamentals I: This course is an introduction to basic rudiments of music for elementary education and a preparatory course for MUS 102, including developing a singing voice, reading rhythm, reading pitch, combining musical sounds, and playing the recorder. (F) 2(2-1)

MUS 101 Music Fundamentals II: This course is a continuation of MUS 100 and includes playing the piano, playing classroom percussion instruments, accompanying with autoharp, accompanying with guitar, creating music, and singing in harmony. Prerequisite: MUS 100. (W) 2(2-1)

MUS 102 Music Theory I: This course is an introduction to basic techniques of writing melodies, intervals, chords, and four-part harmony, including rhythm

symbols, meter measures, and time signatures; the notation of pitch; major and minor scales and key signatures; chord structures; and writing of melody, the phrase, and cadence. (F) 3(3-0)

MUS 103 Music Theory II: This continuation of MUS 102 focuses on two voice counterpoint; the passing tone; the neighboring tone; and compositions using I, IV, and V in the major and minor scales. Prerequisite: MUS 102. (W) 3(3-0)

MUS 104 Music Theory III: This continuation of MUS 103 focuses on secondary triads; inversion of triads—the six-chord, the six-four chord, and the seventh cord; and exercises in analysis and composition. Prerequisite: MUS 103. (S) 3(3-0)

MUS 105 Sight-singing and Dictation I: This course is a study of melodic and rhythmic elements of music using the movable "do." Emphasis is on rhythmic and melodic dictation involving intervals and scales, including scalewise melodies, key feeling and melodic memory, and all intervals. (F) 2(2-0)

MUS 106 Sight-singing and Dictation II: This continuation of MUS 105 includes two major part dictation, accompanied melody, and singing of major and minor melodies. Prerequisite: MUS 105. (W) 2(2-0)

MUS 107 Sight-singing and Dictation III: This continuation of MUS 106 includes reading of alto clef modulations, dictation of modal melodies, all intervals, and two part counterpoint. Prerequisite: MUS 106. (S) 2(2-0)

MUS 108-109-110, 208-209-210 Voice for Performance Minors I, II, III, IV, V, VI: This course emphasizes breathing, breath control, vowels, essentials of tone production, and freedom and flexibility. Instruction begins with simple songs in English and in Italian. Art songs are introduced in the second year. All voice students are required to sing in the college chorus. (Var.) 1(1-0) or 2(2-0)

MUS 111-112-113, 211-212-213 Piano for Performance Minors I, II, III, IV, V, VI: This course requires adequate technical exercises such as Hanon or Czerny. Emphasis is on scales and arpeggios in varying rhythms. Students practice by using easy sonatinas by composers such as Clementi and Kuhlau as well as beginning Bach pieces and simple pieces of the Romantic and Modern periods. (Var.) 1(1-0) or 2(2-0)

MUS 114-115-116, 214-215-216 Organ for Performance Minors I, II, III, IV, V, VI: This course is a fundamental study of manual technique, pedal technique, the independence of hands and feet, and the art of registration. Chorale preludes from the "Orgelbuchlein" by Bach and easy pieces by modern composers are used. (Var.) 1(1-0) or 2(2-0)

MUS 117-118-119, 217-218-219 Chorus I, II, III, IV, V, VI: This is an activity course designed to provide students with a deeper understanding, appreciation, and enjoyment of choral music and its practice. This course is required of all music majors and is open to all students by permission of instructor. Attendance is required at all rehearsals and performances. (F,W,S) 1(1-1)

MUS 123-124-125 Voice for Performance Majors I, II, III: This course involves basic vocal techniques and repertoire in simple Italian arias and in English songs of the Renaissance, Baroque, and classical periods. The course requires nine hours practice weekly. All voice students are required to sing in the college chorus. This course is open by audition to all qualified students. All voice majors are required to take piano. (Var.) 1(1-0) or 2(2-0)

MUS 126-127-128 Piano for Performance Majors I, II, III: This course reviews all major and minor scales; major, minor, dominant seventh, and diminished seventh arpeggios; selected technical studies; Bach Two-Part and Three-Part Inventions; sonatinas and easier sonatas of Hayden, Mozart, and Beethoven. The course requires nine hours practice weekly and is open by audition to all qualified students. (Var.) 1(1-0) or 2(2-0)

MUS 129-130-131 Organ for Performance Majors I, II, III: This course provides a foundation of organ technique through the study of manual and pedal exercises as given in the methods books of Clarence Dickinson or Harold Gleason. At least four of Bach's "Eight Little Preludes and Fugues" are completed together with some chorale preludes from Dupre and from Bach's "Orgelbuchlein." The course requires nine hours practice weekly and is open to all students who have completed MUS 113 or who can demonstrate by audition a similar proficiency in piano playing. (Var.) 1(1-0) or 2(2-0)

MUS 132-133-134, 232-233-234 Band I, II, III, IV, V, VI: This course reviews basic band techniques, including scales, arpeggios, and ensemble playing. The course also requires learning standard band repertoire for concert performances. Prerequisites: A graduate of high school band or equivalent with permission of instructor. (Var.) 1(1-1)

MUS 135-136-137, 235-236-237 Strings for Performance Minors I, II, III, IV, V, VI: This course reviews all major and minor scales and arpeggios with various bowing and includes technical studies by Kreutzer, Rode, and others. Simple pieces from the Ba-

roque, classical, Romantic, and modern periods are practiced. The course requires six hours practice weekly. (Var.) 1(1-0) or 2(2-0)

MUS 138-139-140, 238-239-240 Strings for Performance Majors I, II, III, IV, V, VI: This course reviews all major and minor scales and arpeggios in three octaves with various bowings; studies by Kreutzer, Rode or Fiorillo, and others; representative works from the Baroque, classical, Romantic, and contemporary periods; concertos in the standard repertory. The course requires nine hours practice weekly. (Var.) 1(1-0) or 2(2-0)

MUS 202 Music Theory IV: This continuation of MUS 104 includes analysis of non-harmonic tones, realization of figured bass, harmonization in secondary dominant and diminished seventh chords, augmented 6th chords, neapolitan 6th chord, and chromatic modulation. Prerequisite: MUS 104. (F) 3(3-0)

MUS 203 Music Theory V: This continuation of MUS 202 covers contrapuntal forms as well as contrapuntal techniques and devices such as canon, invention, fugue, and ostinato forms, including ground motif, ground bass, passacaglia, chaconne, and variation. Prerequisite: MUS 202. (W) 3(3-0)

MUS 204 Music Theory VI: This continuation of MUS 203 includes song forms, rondo form, sonata-allegro form, and 20th century trends and techniques. Prerequisite: MUS 203. (S) 3(3-0)

MUS 205 Sight-singing and Dictation IV: This course is a continuation of the study of melodic and rhythmic elements in music along with harmonic dictation using altered chords, modulations, and non-harmonic tones, including singing of melodies in soprano, alto, and tenor clefs; themes and variations; sequence patterns in melodic intervals; and major and minor triads. Prerequisite: MUS 107. (F) 2(2-0)

MUS 206 Sight-singing and Dictation V: This continuation of MUS 205 includes singing of duets, themes and variations, dictation of three-part harmony, passing tone, and neighboring tone. Prerequisite: MUS 205. (W) 2(2-0)

MUS 207 Sight-singing and Dictation VI: This continuation of MUS 206 includes singing of duets, all clefs, all intervals, and dictation of four-part harmony. Prerequisite: MUS 206. (S) 2(2-0)

MUS 220 Music Appreciation I: This course surveys the music of the Renaissance and Baroque periods, including melody, harmony, instruments of the orchestra, musical structure and design, Gregorian Chant, the mass, motet, madrigal, opera, cantata, oratorio, sonata, concerto grosso, suite, and overture. Representative composers include Machat, Josquin des Prez, Monteverdi, Purcell, Palestrina, Vivaldi, Bach, and Handel. (F) 3(3-0)

MUS 221 Music Appreciation II: This course surveys music of the classical and Romantic periods, including keyboard music, chamber music, symphonies, operas, oratorios, choral music, and lieder. Representative composers include Haydn, Mozart, Beethoven, Schubert, Schumann, Brahms, Chopin, Liszt, Mendelssohn, and Wagner. (W) 3(3-0)

MUS 222 Music Appreciation III: This course surveys post-Romantic and 20th Century music, including Expressionism, Impressionism, Neo-Classicism, the New Nationalism, Futurism, American jazz, and electronic music. Representative composers include Debussy, Stravinsky, Bartok, Schoenberg, Hindemith, Ives, Gershwin, Ellington, Boulez, and Penderecki. (S) 3(3-0)

MUS 223-224-225 Voice for Performance Majors IV, V, VI: This course focuses on advanced vocal techniques. Repertoire includes more difficult songs and arias from the Baroque and classical periods, Romantic art songs and arias of easy to medium difficulty, and simpler songs and arias by contemporary composers. A sophomore recital for voice majors is required. The course requires nine hours practice weekly. All voice students are required to sing in the college chorus. Voice majors should complete FRE 153 and Piano for Performance Minors. Prerequisite: MUS 125 or permission of instructor. (Var.) 1(1-0) or 2(2-0)

MUS 226-227-228 Piano for Performance Majors IV, V, VI: This course reviews all major and minor scales and arpeggios in rhythms; more difficult selected technical studies; easier preludes and fugues of Bach; more difficult sonatas of Mozart and Beethoven; literature of Schubert, Schumann, Chopin, and Brahms; and pieces from the modern composers. The course requires nine hours practice weekly. Prerequisite: MUS 128 or permission of instructor. (Var.) 1(1-0) or 2(2-0)

MUS 229-230-231 Organ for Performance Majors IV, V, VI: This course requires completion of the "Eight Little Preludes and Fugues" and study of other Bach pieces such as the "Toccata and Fugue in D Minor"; pieces from the pre-Bach, Romantic, and Modern school or organ composition; and hymn playing and church service playing. The course requires nine hours practice weekly. Prerequisite: MUS 131 or permission of instructor. (Var.) 1(1-0) or 2(2-0)

NURSING

D-NUR 100 Orientation to Nursing Education: This course is designed to orient applicants to the Associate Degree Nursing program, both accepted and interested applicants, to the basic concepts of nursing

education. The role of student nurses is emphasized with particular attention to the policies, philosophies, curriculum, and other aspects of the college's Associate Degree Nursing program. Students must complete a self-assessment of their own value system, personal goals, and support system as well as their study habits and testing skills. The course also includes an introduction to nursing organizations, the three basic nursing education programs, the health care delivery system, nursing career opportunities, and the legal aspects of nursing. Basic math concepts are also covered. Prerequisite: None. (SS) 2(2-0-0)

NUR 101 Basic Concepts in Nursing: This is an introductory course providing students with a beginning knowledge base for nursing practice using Roy's Adaptation Model as a theoretical base. The concepts of person, environment, health, and nursing are discussed in detail. The nursing process is introduced with emphasis and detail on the assessment phase. Using therapeutic communication process and techniques, students practice the health assessment skills of observation, interview, and examination in the classroom and in laboratory settings. Prerequisite: Admission to the ADN program. (F) 9(6-6-0)

NUR 102 Medical-Surgical Nursing I: This is an introductory course providing students with a beginning knowledge base for clinical nursing practice using Roy's Adaptation Model. Selective body systems are discussed focusing on the application of the nursing process. The goal of nursing care is to assist selective individuals in common adaptation problems focusing on assessment and selective nursing activities as they relate to specific nursing diagnosis. Clinical learning experiences are provided in the laboratory, hospital, and community agencies. Prerequisites: NUR 101, BIO 201, PSY 201, and SOC 201. Corequisites: BIO 202, PSY 202, and PHM 101. (W) 9(4-2-12)

NUR 103 Medical-Surgical Nursing II: This second clinical nursing course provides students with a knowledge base for clinical nursing practice using Roy's Adaptation Model. Additional body systems are discussed focusing on all steps of the nursing process. Clinical nursing activities include medication administration. Clinical learning experiences are provided in the laboratory, hospital, and community agencies. Prerequisites: Successful completion of all fall and winter quarter first-level courses required in the nursing curriculum. Corequisites: BIO 203, PSY 231, and PHM 102. (S) 9(4-2-12)

NUR 104 The Emerging Family: This course provides students with a knowledge base for clinical nursing practice using Roy's Adaptation Model. The reproductive systems are discussed focusing on the application of the nursing process. The goal of nursing care is to assist the childbearing individual and the emerging family in all modes. The concept of family as a system is introduced. Clinical learning experiences are provided in the hospital and in community agencies. Prerequisites: Successful completion of all fall, winter, and spring quarter first-level courses required in the nursing curriculum. (SS) 9(4-2-12)

NUR 200 Nursing Transition: This course is designed for Licensed Practical Nurses entering the Associate Degree Nursing program with advanced standing and assists students in making adjustments to the ADN role. Students have an opportunity to utilize previous knowledge to increase cognitive, psychomotor, and affective abilities in selected learning situations and in health care settings. Major emphasis is on basic physical assessment skills. The nursing process, including establishing the nursing diagnosis, and its application in caring for patients in selected settings are also emphasized. Other areas of content include professional development, legal and ethical parameters, and therapeutic communication techniques. (Var.) 10(6-2-9)

NUR 202 Child Health Nursing: This course focuses on the application of Roy's Adaptation Model in providing holistic care of the individual from birth to adolescence, including the family. The course covers the adaptive and ineffective responses in the physiological, self-concept, role function, and interdependence modes as related to the most common nursing diagnosis and health problems concerning the ill child and his family. Clinical nursing experiences are provided in the hospital and in community agencies. Prerequisites: Successful completion of all courses as follows: fall quarter, all first-level courses; winter quarter, all fall quarter second-level courses; and spring quarter, all winter quarter second-level courses. Corequisites: Fall quarter, NUR 205; winter quarter, NUR 206; and spring quarter, NUR 211. (F,W,S) 9(4-0-15)

NUR 203 Psychiatric/Mental Health Nursing: This course focuses on the application of Roy's Adaptation Model in providing holistic care of individuals and families needing psychiatric nursing intervention. The course highlights adaptive and ineffective behaviors in the physiological, self-concept, role function, and interdependence modes identifying the most common nursing diagnosis concerning the psychiatrically-impaired individual and his family. Clinical nursing experiences are provided in in-patient hospital settings and in community agencies. Prerequisites: Successful completion of all courses as follows: fall quarter, all first-level courses; winter quarter, all fall quarter second-level courses; and spring quarter, all winter quarter sec-

ond-level courses. Corequisites: Fall quarter, NUR 205; winter quarter, NUR 206; and spring quarter, NUR 211. (F,W,S) 9(4-0-15)

NUR 204 Medical Surgical Nursing III: This course focuses on the application of Roy's Adaptation Model in providing holistic care to the critically ill individual and his family. The course emphasizes the adaptive and ineffective responses to the physiological, self-concept, role function, and interdependence modes as related to the common nursing diagnosis and health problems concerning the critically ill individual and his family. Clinical nursing experiences are provided in critical care units, emergency room, burn/trauma units, and other community agencies. Prerequisites: Successful completion of all courses as follows: fall quarter, all first-level courses; winter quarter, all fall quarter second-level courses; and spring quarter, all winter quarter second-level courses. Corequisites: Fall quarter, NUR 205; winter quarter, NUR 206; and spring quarter, NUR 211. (F,W,S) 11(6-0-15)

NUR 205 Issues in Nursing: This course focuses on the self-concept mode of Roy's Adaptation Model whereby students are encouraged to assess and evaluate their personal self from a moral-ethical point of view. The legal and ethical parameters of professional nursing practice are discussed in relation to the registered nurse's responsibility and accountability. The past, current, and potential future issues which have had and will have an impact on the nursing profession are discussed. Prerequisites: NUR 205 is to be taken in the fall quarter, second-level, after students have successfully completed all courses required in the first-level nursing curriculum. (F) 4(4-0-0)

NUR 206 Leadership Principles and Management of Patient Care: This course focuses on utilizing Roy's Adaptation Model as a framework in learning to make critical decisions as related to nursing practice/nursing care for small groups of patients. Principles in leadership and management as well as problem solving techniques are discussed and utilized in simulated settings as they apply to personal and professional communications with one's peers, faculty, and members of the health care team and with small groups of patients. By integrating knowledge from Roy's three psychosocial modes of self-concept, role function, and interdependence, students can identify the need(s) and means of making the transition from the role of student nurse to that of beginning staff nurse. Prerequisite: This course is to be taken in the winter quarter, second-level, after students have successfully completed all courses required in the first-level nursing curriculum and fall quarter second-level courses. (W) 3(3-0-0)

NUR 207 Physical Assessment: This elective course is designed for second-year nursing students and registered nurses and supplements their basic education in assessing eight body systems. The course provides beginning nurse clinicians with the opportunity to increase their clinical physical assessment skills. The focus is on identifying deviations from the normal body functions. Prerequisites: Completion of first year of nursing program or RN. (Var.) 3(3-0)

D-NUR 210 Test-Taking Strategies for Nursing Students, Part I: This course focuses on developing test-taking skills in a nursing context. Such topics as self-preparation for tests, relaxation techniques, analyzing test situations and answers, and making "educated guesses" are examined. (W) 1(1-0)

NUR 211 Test-Taking Strategies for Nursing Students, Part II: This course focuses on utilizing Roy's Adaptation Model to assess and evaluate students' psychosocial modes specifically as related to test-taking skills and strategies. Simulated testing situations using national standardized nursing tests assist students and faculty in this process. Prerequisite: The course is to be taken in the spring quarter, second-level, of the nursing program after students have successfully completed all courses required prior to that point in the nursing curriculum. (S) 3(3-0-0)

NUR 1001 Basic Concepts in Practical Nursing: This introductory course provides students with a beginning knowledge for the practice of practical nursing using Roy's Adaptation Model. The concepts of person, environment, health, nursing, and nursing process are discussed with emphasis on the scope of practical nursing. Also, the concepts of activity and rest, protection, nutrition, and elimination are covered. Communication is emphasized in written, verbal, and technical forms. In the classroom, laboratory, and clinical settings, students practice observation, measurement, and interview skills. Prerequisite: Admission to Practical Nursing program. Corequisites: BIO 1510 and PSY 201. (F) 10(7-4-3)

NUR 1002 Common Adaptations: This course focuses on the physiological mode of the individual and the appropriate nursing activities for common adaptation problems. The concepts of oxygenation, nutrition, elimination, activity and rest, and protection are the focus of nursing assessment and activities. The process of physiological adaptation for common health problems is also covered. Clinical learning experiences are provided in the laboratory and hospital. Prerequisites: Successful completion of all fall quarter courses required in the nursing curriculum. Corequisites: PHM 101 and ENG 101. (W) 13(7-2-15)

NUR 1003 Nursing Across the Lifespan I: This course focuses on the adaptation of individuals with their families from conception through adulthood. Emphasis is on the physiological mode with an introduction of the psychosocial modes. Common coping mechanisms are discussed. Appropriate nursing activities related to selected nursing diagnosis and collaborative problems are covered. Clinical learning experiences are provided in the laboratory, hospitals, and other health care facilities. Prerequisites: Successful completion of all courses in fall and winter quarters. Corequisite: PHM 102. (S) 15(8-2-18)

NUR 1004 Nursing Across the Lifespan II: This course focuses on the adaptation of individuals with their families from adulthood through death. Emphasis is on the physiological mode incorporating the psychosocial modes. Common coping mechanisms are discussed. Appropriate nursing activities related to selected nursing diagnosis and collaborative problems are covered. Clinical learning experiences are provided in the laboratory, hospitals, and long-term facilities. Prerequisites: Successful completion of all courses in fall, winter, and spring quarters. Corequisite: NUR 1005. (SS) 14(7-2-18)

NUR 1005 Contemporary Issues in Practical Nursing: This course focuses on students' psychosocial mode and their coping mechanisms as related to the practice of nursing. Topics include ethical issues, licensure, continuing education, and stress management. Prerequisites: Successful completion of all courses in fall, winter, and spring quarters. Corequisite: NUR 1004. (SS) 3(2-2-0)

NUR 3023 Nursing Assistant I: This course prepares students to provide personal care and perform basic nursing skills for the elderly and other adults. Emphasis is on the process of aging, including the mental, social, and physical needs of the elderly; patient's rights; nutrition management; elimination procedures; safe environment; restorative services; personal and special care procedures and activities; human body structure and function and related common diseases/disorders; communication and documentation; death and dying; and the roles of the nursing assistant and health team members. The course includes class, laboratory, and clinical learning experiences. Clinical learning experiences may be obtained in long-term care facilities, hospitals, and home health agencies. A skills/competency evaluation is required for determining student competency. Upon satisfactory completion of the course and the skills/competency evaluation, the graduate is eligible to apply for listing as a Nurse Aide I by the North Carolina Board of Nursing and for admission to NUR 3024. In all employment settings, the registered Nurse Aide I works under the direction and supervision of licensed personnel. Prerequisite: None. (Var.) 5(2-2-6)

NUR 3024 Nursing Assistant II: This course prepares students to perform more complex skills for patients or residents regardless of the setting. Emphasis is on infection control, including principles of sterile technique and dressing changes for wounds over 48 hours; elimination procedures, including catheterizations, irrigations, and care of established ostomies; intravenous site care; observation and maintenance of oxygen therapy; breaking/removing fecal impactions; enteral nutrition for existing infusions; and roles of the Nurse Aide II with members of health care team members. The course includes class, laboratory, and clinical learning experiences. Clinical learning experiences may be obtained in long-term care facilities, hospitals, and home health agencies. A skills/competency evaluation is required for determining student competency. Upon satisfactory completion of the course and the skills/competency evaluation, the graduate is eligible to apply for listing as a Nurse Aide II by the North Carolina Board of Nursing. In all employment settings, the registered Nurse Aide II works under the direction and supervision of licensed personnel. Prerequisites: Successful completion of NUR 3023 or a Board of Nursing-approved Nursing Assistant course, including the skills/competency evaluation, or completion of an approved competency evaluation program, including testing and skills/competency evaluation such as the Nursing Assistant III Refresher course with a competency evaluation program. Also, must meet college admission requirements and receive permission of nursing assistant instructor. (Var.) 8(3-4-9)

NUR 3025 Home Care: This home care course prepares graduates to provide basic health and personal care for infants, children, adolescents, and adults, including the elderly in the home. Emphasis is on growth and development throughout the lifespan; nutrition and meal preparation; medication management; pediatric home care, accident prevention, and emergencies in the home; community resources; family dynamics; and home management. In all employment settings, the nursing assistant giving home care will work under the supervision of a licensed nurse. Prerequisite: Meet college admission requirements and receive permission of nursing assistant instructor. (Var.) 3(2-2-0)

ORIENTATION

ORI 99 College Success Skills: Methods of study which have proven successful for achievement at the college level are presented through lecture, film, and

supervised practice. Graded on a pass/repeat basis. (F,W,S,SS) 3*(3-0)

*Denotes preparatory credit (non-transferable).

PHARMACOLOGY

PHM 101 Pharmacology I: This is the first of two courses which focus on the fundamental principles of drug action, the application of specific drugs in treatment of diseases, and nursing implications for the principles and methods of drug administration. The course covers the pharmacological actions of drugs according to body systems and clinical use, drug interactions, the role of federal agencies in drug control, the legal implications of dispensing controlled substances, and mathematical principles related to drug therapy. Implications for nursing care are the primary focus in order to provide nursing students with an appropriate framework for basing nursing actions in the administration of drugs. Prerequisite: NUR 101 or NUR 1001. Corequisite: NUR 102 or NUR 1002. (W) 3(3-0)

PHM 102 Pharmacology II: This is the second of two courses which focus on the fundamental principles of drug action, the application of specific drugs in treatment of diseases, and nursing implications for the principles and methods of drug administration. The course covers the pharmacological actions of drugs according to body systems and clinical use, drug interactions, the role of federal agencies in drug control, the legal implications of dispensing controlled substances, and mathematical principles related to drug therapy. Implications for nursing care are the primary focus in order to provide nursing students with an appropriate framework for basing nursing actions in the administration of drugs. PHM 101 and PHM 102 provide students with a broad knowledge base in pharmacological aspects of nursing care. Prerequisites: NUR 101 or NUR 1001 and NUR 102 or NUR 1002. Corequisite: NUR 103 or NUR 1003. (S) 3(3-0)

PHYSICAL EDUCATION

PED 101 Basic Movement: This course is primarily designed for the development and improvement of muscular strength, muscular endurance, and circulorespiratory endurance. Gross motor activity such as running, jumping, leaping, and general floor exercises are stressed. (S,SS) 1(0-3)

PED 101A, 102A, 103A Adapted Physical Education: This is a planned program of selected activities for students with physical defects or limitations which would prohibit them from participating in regular physical education activity classes. (F,W,S) 1(0-3)

PED 106 Volleyball: Introduction to the basic skills of volleyball, including the serve, pass, set-up, bump, spike, and block. Controlled competition involving rules, scoring, and strategy is an integral part of this course. (F,W,S,SS) 1(0-3)

PED 109 Beginning Swimming: This course is for non-swimmers or individuals with limited swimming ability. Emphasis is on basic self-rescue and swimming skills, including breathing, floating, gliding, kicking, and stroking. American Red Cross certificates are issued. (SS) 1(0-3)

PED 110 Basketball: This course introduces the basic skills and rules of basketball, including passing, dribbling, and shooting. Class competition is stressed. (W) 1(0-3)

PED 112 Badminton: This course focuses on the fundamental skills and rules of badminton, including serving and cocking of strokes, drop shots, net play, scoring, and strategy. Class competition is stressed. (W,SS) 1(0-3)

PED 113 Intermediate Swimming: This course is basically for individuals with limited swimming ability. Developing basic strokes and self-rescue skills is stressed. American Red Cross certificates are issued. (SS) 1(0-3)

PED 114 Basic Sailing: This course provides classroom and practical on-the-water experience in the basic fundamentals of small boat sailing. Small craft safety is stressed. Part I, American Red Cross Small Craft Safety (Sailing) certificates are issued. Prerequisite: Demonstrated ability to swim. (F,S,SS) 1(0-3)

PED 115 Intermediate Sailing: This course is a continuation of classroom and practical on-the-water experience in the rudiments of small boat sailing. Techniques of competency in small boat handling are stressed along with general small craft safety. Part II, American Red Cross Small Boat Safety (Sailing) certificates are issued. Prerequisites: Demonstrated ability to swim and sail. (F,S,SS) 1(0-3)

PED 116 Lifeguard Training: This course focuses on the development of swimming skills and advanced rescue techniques. Fundamental strokes emphasized are side, elementary back, breast, and crawl. American Red Cross certificates are issued to qualified class members. (S,SS) 1(0-3)

PED 117 Basic Canoeing: This course provides lecture and laboratory experiences in basic skills of lake, river, and creek canoeing. All basic canoeing strokes are covered along with fundamentals of canoeing safety and rescue. Prerequisite: Demonstrated ability to swim. (F,S) 1(0-3)

PED 118 Advanced Canoeing: This course provides lecture and laboratory experiences utilizing advanced skills of flat water and open water canoeing. Fundamentals of canoeing safety and self-rescue are stressed. Outdoor education is an integral part of this course. Prerequisites: Demonstrated ability to swim and PED 117. (F,S) 1(0-3)

PED 119 Basic/Emergency Water Safety: Techniques for assisting victims of water emergencies are taught in this course; however, this course will not qualify an individual to be a lifeguard. (SS) 1(0-3)

PED 201 Archery: This course provides an introduction to skills and techniques of target shooting using various types and weights of bows. Class target practice is stressed. (F,SS) 1(0-3)

PED 202 Beginning Tennis: This course provides an introduction to the elementary skills used in tennis, including serve, volley, ground strokes, and scoring. Basic rules and strategy for singles and doubles are included. Practical experience in class competition is stressed. (F,S,SS) 1(0-3)

PED 203 Dance I: This course provides students with the opportunity to become actively involved in dance as a creative art. Emphasis is on the creative process as a means of communication and personal expression. Dance education provides personal growth through fitness experiences for the mind and body. This basic introduction and movement exploration course set to music teaches not only the different types and styles of dance but how the body can move with rhythm in part or together. (F) 1(0-3)

PED 204 Bowling: This course is an introduction to the basic techniques and skills in bowling, including ball selection, approach, and release. Scoring and figuring handicaps are also covered. A nominal lane fee is charged for each game. (W) 1(0-3)

PED 205 Softball: This course is an introduction to the basic skills of softball, including throwing, hitting, fielding, base running, and the rules of softball. (F,S) 1(0-3)

PED 206 Golf: This course provides instruction in the rules and skills involved in golf, including stance, grip, swing, and club selection. Class experience in use of irons is stressed. (Var.) 1(0-3)

PED 207 Water Safety Instructor: This course is organized based upon the American Red Cross program of instruction involving advanced swimming skills and techniques of water safety. American Red Cross certificates are issued. Prerequisite: American Red Cross Advanced Life Saving. (SS) 1(0-3)

PED 208 Instructor Sailing: This course is organized based upon the American Red Cross program of instruction in small-craft safety. Practical experience in teaching individuals how to handle small day sailors is stressed. American Red Cross certificates are issued to those individuals possessing a current Water Safety Instructor's certificate. Prerequisites: Demonstrated ability to swim and sail. (F,S,SS) 1(0-3)

PED 209 Intermediate Tennis: This course focuses on developing the intermediate skills in tennis, including volley, smash, and lob, and on improving ground strokes and serving techniques. Basic rules and strategy for singles and doubles are included. Class competition is stressed. (F,S,SS) 1(0-3)

PED 210 Advanced Basketball: This course is a continuation of PED 110. Class competition is stressed. (W) 1(0-3)

PED 212 Dance II: This course takes students from a basic introduction to specialized areas of dancing. Emphasis is on a wider range and depth of instruction which allows students to pursue special interests and on learning experiences designed to develop more cultural awareness. This course furthers the development and fitness of the body as well as provides a study of the historical background, forms, opportunities for performance, and experiences in dance-related areas such as movement for stage and production, dance/exercise, and dance therapy. (W) 1(0-3)

PED 213 Square Dancing: This course is designed to teach the basic fundamentals of square dancing, including basic shuffle step, musical timing, types of figures, parts of the square dance, introduction, main figure, trimming, and ending. (Var.) 1(0-3)

PED 216 Advanced Swimming: This course is designed for experienced swimmers who want to improve their abilities in self-rescue techniques and basic strokes. American Red Cross certificates are issued.(SS) 1(0-3)

PED 221 Techniques for Teaching Physical Education Activities in the Public Schools: This course provides experience in planning activities for the high school and elementary school and reviewing the necessary skills and techniques of leadership. Methods, techniques, and organization of physical education programs at the secondary level are stressed with some experience in practical application. (Var.) 3(3-0)

PED 222 Techniques of Officiating Sports: This course is designed for pre-physical education majors and/or other students with a particular interest in individual and team sports. The course involves lecture and laboratory experience to expose students to methods

and techniques of officiating sports. Safety, sportsmanship and ethics, knowledge of rules, and mechanics of officiating are of primary concern. (Var.) 4(2-4)

PHYSICAL SCIENCE

PHS 101 Physical Science I: This course introduces the basic concepts of physics, including mechanics, wave motion, electricity, and heat. The course is designed for the non-science major. (Var.) 4(3-3)

PHS 102 Physical Science II: This course introduces basic chemical principles, including the periodic table, nomenclature, and reaction classification. The course is designed for the non-science major. (Var.) 4(3-3)

PHS 103 Physical Science III: This course presents a scientific approach to the study of the earth and our solar system. The course is designed for the non-science major. (Var.) 4(3-3)

PHYSICS

PHY 150 Introductory Astronomy: This course is a general, non-mathematical study of the universe, including the earth, the celestial sphere, the solar system, stars, galaxies, and cosmology. (Var.) 4(3-2)

PHY 201 General Physics I: This course is a study of the basic underlying principles of mechanics, including uniform and non-uniform motion, static and dynamic equilibrium, rotation, and the effect of inertia. Laboratory sessions are closely related to theory with emphasis on measurement precision and data error analysis. Prerequisites: MAT 121-123 or MAT 104-106. (F) 4(3-3)

PHY 202 General Physics II: This course is a study of the physical theories and phenomena underlying heat and sound. The topics covered in heat are the kinetic theory of gases, temperature scales, heat transfer mechanisms, and other areas of thermodynamics. The topics covered in sound are the theory of wave motion, the media of transfer, and propagation. Laboratory sessions are closely related to theory with emphasis on measurement precision and data error analysis. Prerequisite: PHY 201. (W) 4(3-3)

PHY 203 General Physics III: This course is a study of the fundamental laws, units, and theory governing electricity, magnetism, and optics. Topics include the atomistic nature of electricity, static and dynamic forms of electricity, magnetic fields, and phenomena indicating both the particle and wave nature of light and the manner in which they complement each other. Laboratory sessions are coordinated with theory, and emphasis is on the principles involved and the analysis of error in the data. Prerequisite: PHY 202. (S) 4(3-3)

PHY 1040 Applied Physics I: This course introduces basic principles of electricity and magnetism, including electron theory, magnetism and electromagnetism, series and parallel circuits, and electrical measurement. (W) 2(1-2-0)

PHY 1050 Applied Physics II: This course introduces properties and measurement of heat and heat's effect upon matter; properties of solids, liquids, and gases; and theory of matter. (S) 2(1-2-0)

PHY 1060 Applied Physics III: This course introduces light, sound, and the physical principles of force. Equilibrium, laws of motion, and the six basic machines are also studied. (SS) 2(1-2-0)

PLUMBING

PLU 1115 Plumbing Installations: This course introduces students to the tools, fittings, and equipment used by plumbers. Students spend considerable time learning to handle these materials and tools correctly by cutting pipe, threading, caulking, and sweating joints of the various kinds of pipe and tubing. Plumbing installations are made to provide practical applications. Heating devices and the storage and circulation of hot water are studied. Students practice the installation of various plumbing fixtures and the proper use of traps. Field trips may be taken to study various types of installations. (W) 3(2-3)

POLITICAL SCIENCE

POL 211 United States Government I: This course examines the origins of the United States' system of government, including the English historical roots, the Parliament, Common Law, the jury system, the Magna Carta, British Colonial influences, the Enlightenment, weaknesses of the Articles of Confederation, and the Constitution. (F,Var.) 3(3-0)

POL 212 United States Government II: This course examines the operation of the United States' system of government, including interest groups, political parties, elections, the committee system of Congress, the executive and the bureaucracy, and the judiciary. Emphasis is on the problem-solving aspects of governmental operations. Prerequisite: POL 211. (Var.) 3(3-0)

POSTAL SERVICE

POS 101 Postal History and Organization: This course covers modes of delivery or written communications and merchandise from earlier eras to the pres-

ent. Study includes the present U.S. Postal Service organization and its functions, policies, procedures, and relationship to other governmental agencies. (Var.) 3(3-0)

POS 103 Mail Processing I: This course provides an awareness of the interrelated factors necessary to achieve rapid separation of large amounts of mail within specified time and error parameters and on a cost-effective basis. (Var.) 3(3-0)

POS 105 Mail Processing II: This course provides an in-depth view of revenue determination procedures and flow characteristics involved in receipt, processing, and dispatch of second-class, third-class, and fourth-class mail. (Var.) 3(3-0)

POS 201 Postal Labor-Management Relations: This course reviews the laws and practices as related to labor-management in the U.S Postal Service, including current status, current problems and issues, national and local agreement, various bargaining units and associations in the U.S. Postal Service, grievance policy and procedure, disciplinary action policy and procedure, and the National Labor Relations Board. (Var.) 3(3-0)

POS 202 Postal Service Finance: This course covers auxiliary functions such as office, accounting, administrative, warehousing, and distribution services. Planning of revenues and facilities and the control of operations are emphasized. (Var.) 3(3-0)

POS 203 Postal Employee Services: This course examines the operation and functions of the U.S. Postal Service Personnel Office in detail. Policies concerning selection, placement, training, and promotion of employees are reviewed. Salary and wage schedules, insurance and retirement benefits, the awards program, and safety and health policies and procedures are also studied. (Var.) 3(3-0)

POS 205 Postal Delivery and Collection: This course focuses on the problems in collecting mail from diverse points and delivering it to collection centers for processing and further delivery to multiple, diverse recipients. The organizational structure and the physical facility of a metropolitan postal system are analyzed. Policies regarding all aspects of collection and distribution are reviewed. (Var.) 3(3-0)

POS 206 Postal Customer Services: This course reviews all services provided to postal customers, including non-postal services and training in customer relations and retail marketing techniques. (Var.) 3(3-0)

POS 208 Postal Problems Analysis: This course provides an opportunity for students to apply situation, problem, decision, consequence, and solution analyses to Postal Service problems. The course explores problems related to personnel selection and evaluation, job classifications, communication, automation, and costs. (Var.) 3(3-0)

PSYCHOLOGY

D-PSY 100 **Applied Psychology: As education changes to keep pace with technology and social development, so must the student adapt and acquire the skills needed for academic and life-long success. This course utilizes the theories of educational psychology and emphasizes the study of personality, particularly as it relates to one's goals, ideals, and self-concept. (F,W,S,SS) 3(3-0)

**D-PSY 100 may *not* be substituted for a social sciences or humanities elective in any of the AAS degree programs.

PSY 201 General Psychology I: This course emphasizes psychology as a science of behavior; man as a biological organism in a social world; man as a motivated person with attitudes, emotions, needs, and desires; and man as a thinking, imagining, reasoning, and learning person. (F,W) 3(3-0)

PSY 202 General Psychology II: This course continues the study of behavior with emphasis on various theories of personality development and how they relate to adjustive behavior. Prerequisite: PSY 201 or permission of instructor. (W,S) 3(3-0)

PSY 231 Child Growth and Development: This course introduces the principles of growth and development of the child, beginning with prenatal factors. Biological, emotional, social, and intellectual aspects are examined. Prerequisite: PSY 201. (S) 3(3-0)

READING

RED 91 Fundamentals of Reading: This course is designed to strengthen students' basic reading skills, including word attack, word recognition, and comprehension. Vocabulary building and listening skills are also emphasized. The course utilizes whole class and individual instruction methods and is designed to be a one-quarter course; although, upon recommendation, a student may continue into a second quarter. Graded on a pass/repeat basis. (F,W,S,SS) 5*(5-0)

*Denotes preparatory credit (non-transferable).

D-RED 100 Advanced Reading: This course is designed to refine students' existing skills in reading which are necessary for competent and efficient work in college-level courses. Emphasis is on reading mechanics

and theories, critical reading skills, comprehension, developing speed and flexibility, vocabulary development and expansion, and study skills. (F,W,S,SS) 3(3-0)

REAL ESTATE

REA 101 Fundamentals of Real Estate: This course introduces basic real estate principles and practices. Topics include real estate law, financing, property valuation, management, taxation, mathematics, house construction, land use regulation, and property insurance. North Carolina Real Estate License Law and Rules/Regulation of the North Carolina Real Estate Commission are also covered. This course provides the basic skills and knowledge necessary to act as a real estate salesperson and prepares students for the real estate salesman license examination. (Var.) 3(3-0)

REA 102 Real Estate Law: This course covers laws and regulations applicable to residential and commercial real estate transactions for the state of North Carolina. Topics include the Fair Housing Act of 1968, North Carolina Fair Housing Act of 1983, Civil Rights Act of 1866, law of agency, disclosures required by the Real Estate Commission and federal law, and basic security law aspects of real estate transactions. (Var.) 3(3-0)

REA 103 Brokerage Operation: This course presents basic instruction in real estate brokerage operations. Topics include organizing and operating a real estate firm; supervisory management practices; training; marketing concepts; records and bookkeeping systems; financial operations; and the economic, legal, and ethical responsibilities of real estate brokers and managers. Students are provided the basic practical knowledge necessary to operate a real estate brokerage practice. The course assists in preparing students for the real estate broker license examination. Prerequisites: REA 101 and REA 104. (Var.) 3(3-0)

REA 104 Real Estate Math: This course introduces practical application of basic principles of business mathematics to real estate situations. Topics include area computations, percentage of profit/loss, bookkeeping and basic accounting methods, appreciation and depreciation, financial calculations, interest yield, property valuation estimates, insurance, and commission. The course provides basic mathematical knowledge and practical skills essential to the real estate profession and assists in preparing students for the real estate broker license examination. (Var.) 3(3-0)

REA 117 Introduction to Real Estate Appraisal (R-1): This course introduces students to the subject of real estate appraisal and prepares students for the R-2 course Valuation Principles and Procedures. Topics include basic real property law, various concepts of value, operation of real estate markets, real estate financing terminology and practices, an introduction to the basics of residential construction and design, and an overview of the entire valuation (appraisal) process. Residential neighborhood analysis and property analysis, two of the most important preliminary steps in the appraisal process, are also studied. In addition, relevant mathematical concepts are reviewed; and students are introduced to statistical concepts used in appraisal practice. (Var.) 3(3-0)

REA 118 Valuation Principles and Procedures (R-2): This course focuses on the procedures (methodology) used to develop an estimate of property value and how the various principles of value relate to the application of such procedures. Emphasis is on appraisal of residential 1-4 unit properties and small farms; however, all concepts and procedures covered are applicable to the appraisal of all types of properties. The course includes a review of the appraisal process and coverage of the sales comparison approach, site valuation methods used to appraise residential 1-4 unit properties, and the cost approach. The basic concepts and methodology associated with the income approach are covered, with emphasis on direct capitalization using an overall rate and the gross rent multiplier technique. Students are also introduced to the process of reconciling property value estimates obtained through application of the approaches to value. Prerequisite: REA 117 (R-1). (Var.) 3(3-0)

REA 119 Applied Residential Property Valuation (R-3): This course covers laws, rules, and standards which must be followed by appraisers and focuses on the application of principles and procedures to the appraisal of residential 1-4 unit properties and small farms. Topics include federal laws/regulations applicable to appraisers, provisions of the North Carolina Real Estate Appraisers Act and related Commission Rules, the Uniform Standards of Professional Appraisal Practice, and appraisal reports, with emphasis on standard report forms. Students then participate in a comprehensive case study of an appraisal of a single-family house using the URAR form. Instruction is also provided on various special considerations in appraising other types of residential 1-4 unit properties, farms, and special (partial) property interests as well as condemnation appraisals. Prerequisite: REA 118 (R-2). (Var.) 3(3-0)

REA 219 Real Estate Finance: This course presents a study of real estate finance, including an analysis of financial techniques and instruments necessary in real estate financing. Topics include the structure of the mortgage market, sources of funds, types of mort-

gages, role of government agencies, interest rates, loan origination and servicing, and competition in the money market. (W) 5(5-0)

REA 251 Introduction to Income Property Appraisal (G-1): This course includes a review of the income capitalization concept, valuation process, and market analysis. Basic algebra; statistical concepts used in real estate appraisal; mathematics used in appraising income properties, loan calculations, and estimating gross income and operating expenses; estimating net income before tax cash flow along with estimating value with a gross income multiplier are also covered. Students are introduced to direct capitalization with an overall rate and to other capitalization rates. Prerequisite: REA 119 (R-3). (Var.) 3(3-0)

REA 252 Advanced Income Capitalization Procedures (G-2): This course includes a review of income capitalization concepts, capitalization rates, and direct capitalization. Students study the concepts of value components, investment methods for deriving capitalization rates, and residual techniques with direct capitalization, yield rates, financial leverage, discounted cash flow analysis, and other basic and traditional yield capitalization formulas. Students are given an overview of Ellwood and Akerson mortgage equity analysis. Prerequisite: REA 251 (G-1). (Var.) 3(3-0)

REA 253 Applied Income Property Valuation (G-3): This course introduces students to federal regulations of appraisers, North Carolina Appraisers Act and Commission Rules, and uniform standards of professional appraisal practice. Topics include report preparation, appraising lease interest, and highest and best use analysis using case studies. Students examine case studies in appraising existing income properties and appraising development projects. Prerequisite: REA 252 (G-2). (Var.) 3(3-0)

SOCIOLOGY

SOC 201 Introduction to Sociology I: This course introduces the essential concepts and principles of sociology, including an analysis of the structure and function of society and a study of culture, personality, socialization, role, status, social control and deviation, social groups, institutions, and the family. (F,W,S) 3(3-0)

SOC 202 Introduction to Sociology II: This course continues the study of social organizations and includes the processes of social interaction, concepts of human ecology, social and cultural change, and social movements. Prerequisite: SOC 201. (F,W) 3(3-0)

SOC 206 Marriage and the Family: This course analyzes sexuality, sex roles, courtship, mate selection, and procreation; traces and analyzes developing forms and functions of family relationships; and studies the effects of contemporary social changes in family life. Prerequisite: SOC 201. (S) 3(3-0)

SOC 210 Social Problems: This course provides a study of the relationship of culture and social structure to contemporary social problems. Emphasis is on social problems in the United States. Analysis includes causes, consequences, and possible solutions to selected social problems. Prerequisite: SOC 201. (S) 3(3-0)

SPANISH

SPA 101 Elementary Spanish I: This course introduces the basics of Spanish pronunciation, grammar, and civilization. Emphasis is on developing the skills of speaking, reading, writing, and comprehending the language. Topics include present tense verbs, cardinal numbers, weather, dates, and correct usage of pronouns and adjectives. No previous study of Spanish is required. (F) 3(3-1)

SPA 102 Elementary Spanish II: This course is a continuation of SPA 101. Topics include object pronouns, commands, and the perfect and imperfect tenses. Prerequisite: SPA 101 or equivalent. (W) 3(3-1)

SPA 103 Elementary Spanish III: This course is a continuation of SPA 102. Topics include reflexive verbs; the formation of present and past participles; and the future, conditional, present subjunctive, and perfect tenses. Prerequisite: SPA 102 or equivalent. (S) 3(3-1)

SPA 151 Intermediate Spanish I: This course reviews and expands elementary grammar concepts. Emphasis is on developing an increased vocabulary through building reading, writing, speaking, and comprehension skills. The course also furthers understanding of Spanish culture through literary works and conversations. Prerequisites: Two years of high school Spanish, SPA 101-103, or equivalent. (F) 3(3-1)

SPA 152 Intermediate Spanish II: This course is a continuation of SPA 151. Topics include a study of the subjunctive and its four verb tenses and a study of the uses of simple and compound prepositions. Excerpts from *Don Quixote* are read. Prerequisite: SPA 151 or equivalent. (W) 3(3-1)

SPA 153 Intermediate Spanish III: This course is a continuation of SPA 152. Topics include a study of adjectives and adverbs, the passive voice, and Spanish idiomatic expressions. An oral presentation is given. Prerequisite: SPA 152 or equivalent. (S) 3(3-1)

SPA 200 Selected Readings in Spanish: This is a course for those able to read Spanish literature. Selections of short stories and drama are used, and liter-

ary interpretations are included. Prerequisite: Three years of high school Spanish or the completion of SPA 153. (Var.) 3(3-0)

SPEECH

SPH 101 Oral Interpretation: This course reviews vocal and auditory mechanisms and exercises in phrasing, projection, pitch, and rate. Emphasis is on vocal variety through the oral interpretation of non-dramatic literature. (F,W,S) 3(3-0)

SPH 102 Voice and Diction: This course emphasizes the separate sounds of speech through study of the manner and placement of the articulators as each of the 45 American English phonemes are formed. The course also focuses on standard general American and regional pronunciation. (F,W,S) 3(3-0)

SPH 103 Introduction to Phonetics: This course provides a study of the International Phonetic Alphabet as used in standard general American and regional speech. Note: This course does not normally satisfy a humanities requirement for graduation. (Var.) 3(3-0)

SPH 201 Public Speaking: This course requires speech preparation and delivery and provides practical training in the presentation of short speeches. (F,W,S) 3(3-0)

TECHNOLOGY

TEC 201 Technical Report Writing I: This course introduces fundamentals of technical writing. Exercises in developing skills, techniques, and graphic devices and in writing business correspondence are completed by the student. Prerequisite: ENG 101. (W) 2(2-0)

TEC 202 Technical Report Writing II: This course provides a study of reports and proposals. Students complete exercises in writing special elements of reports. Practical application in preparing a full-length technical report is also required by the end of the term. Prerequisites: TEC 201 and ENG 102. (S) 2(2-0)

WELDING

WLD 1101 Basic Gas Welding: This course is designed to teach air conditioning and refrigeration students basic elements of gas welding. Emphasis is on light welding, brazing, silver soldering, and soft soldering. Shop safety is stressed. (S) 1(0-0-3)

WLD 1401 Basic Welding: This course is designed to acquaint automotive mechanics and machinist students with basic welding principles and techniques. Topics include welding shop safety, equipment, gas welding and brazing, oxygen-acetylene cutting, and arc welding. (S) 3(2-0-3)

SUPPORT OUR TROOPS
LETTERS FROM HOME
COA
P.O. Box 2327
Elizabeth City, N.C.

COLLEGE DIRECTORY

THE COMPREHENSIVE COMMUNITY COLLEGE

The comprehensive community college concept in higher education arose in response to the American commitment to the idea of broad educational opportunities for all segments of our society. As the name implies, a community college serves the educational needs of the area in which it is located by providing various types of educational programs for commuting students at a relatively low cost. Educational services can be broadly categorized into three areas: college transfer programs, occupational programs, and continuing education programs. Continuing education programs encompass activities ranging from adult basic education to general interest courses for college graduates.

HISTORY

The idea for a community college in Elizabeth City was developed when the Community College Act was passed by the 1957 North Carolina General Assembly, enabling counties to establish their own two-year colleges.

On November 8, 1960, the people of Pasquotank County voted their approval for a new college by a five-to-two margin. A charter was issued on December 16, 1960, and shortly thereafter the first Board of Trustees was appointed.

The college opened its doors to its first freshman class in September 1961 in the old Albemarle Hospital building on Riverside Avenue. Members of the first graduating class received their degrees on May 31, 1963.

College of The Albemarle was the first college in North Carolina chartered under the Community College Act of 1957. In 1963, the General Assembly adopted new community college legislation designed "to promote and encourage education beyond the high school in North Carolina." Among other things, this legislation authorized the establishment of comprehensive community colleges. This legislation became effective on July 1, 1963. On that same date, at the request of the college's Board of Trustees and with the joint approval of the State Board of Education and the State Board of Higher Education of North Carolina, College of The Albemarle became the first comprehensive community college in the North Carolina Community College System.

As the college has grown, new technical and vocational curricula have been added and existing programs have been revised and strengthened.

COLLEGE OF THE ALBEMARLE FOUNDATION

Formed in 1980, the College of The Albemarle Foundation strengthens and furthers the offerings of the college by providing funds for facilities, equipment, staff development, special activities, and scholarships. These funds are provided through the help of many individuals and businesses in the college's seven-county service area who make donations to the COA Foundation.

A Board of Directors, comprised of 20 community leaders and business owners, oversees the work of the Foundation. The President of the college serves as Secretary, and the Dean of Administrative Services serves as Treasurer of the COA Foundation.

LOCATION AND FACILITIES

College of The Albemarle serves residents in seven counties of Northeastern North Carolina, including Chowan, Camden, Currituck, Dare, Gates, Pasquotank, and Perquimans, with campuses in Elizabeth City and in Manteo as well as additional facilities and courses taught at other locations in the college's service area.

The college's 40-acre main campus is on highway U.S. 17 North of Elizabeth City (see map of Elizabeth City campus on the inside of this catalog's back cover).

Administrative and faculty offices, classrooms, laboratories, a college bookstore, a cafeteria, and a student center are located in the L-shaped building next to Albemarle Hospital. This building has been designated the A Building.

The B Building, which is the middle building of the three facing highway U.S. 17 North, houses the Learning Resources Center, business laboratories, classrooms, and a lecture auditorium. The Learning Resources Center (LRC), which takes up the entire ground floor of the B Building, has resources which include audio-visual materials and equipment, books, periodicals, and indexes. The Learning Lab is also a part of the LRC.

Most of the college's occupational programs, the music program, and an art laboratory are housed in the C

Building (formerly the Technical Center), which was completed in 1972.

A Community and Small Business Center, which has a stage, a 1,000-seat auditorium, meeting rooms for the Small Business Center, and offices, is located behind the A Building.

The college's Dare County Campus, located on Russell Twiford Road at the intersection of highway U.S. 64 and state road 345 in Manteo, is provided by Dare County. The recently expanded campus provides classrooms, offices, a library, and a student lounge at a location more convenient to Outer Banks residents.

Additional college facilities are at the following locations: in Elizabeth City, the Extension Center is located on Riverside Avenue and the Adult Basic Literacy Education (ABLE) Center is located in Edgewood Shopping Center on Parkview Drive; and in Edenton, the Edenton-Chowan Adult Education Center is located in Northside Shopping Center.

BOARD OF TRUSTEES

Robert G. Williams, Chairman
Wallace E. Nelson, Vice-Chairman
J. Parker Chesson, Jr., Secretary

GOVERNOR'S APPOINTEES

	Term Expires
Bruce A. Biggs	*6/30/94*
Ray S. Jones, Jr.	*6/30/93*
Wallace E. Nelson	*6/30/92*
Andrew H. Williams	*6/30/91*

PASQUOTANK COUNTY BOARD OF COMMISSIONERS' APPOINTEES

Robert D. Aldridge	6/30/93
Joseph L. Lamb, Jr.	6/30/94
W. C. Owens, Jr.	6/30/92
J. Selby Scott	6/30/91

ELIZABETH CITY-PASQUOTANK COUNTY BOARD OF EDUCATION'S APPOINTEES

Inez H. Bolden	6/30/92
Nancy M. Ferebee	6/30/93
Lillian B. Sugg	6/30/91
Gerald F. White	6/30/94

DARE COUNTY BOARD OF COMMISSIONERS' APPOINTEES

Louise B. Dollard	6/30/93
Robert G. Williams	6/30/92

STUDENT REPRESENTATIVE

The college's Student Senate President serves as an ex officio member of the Board of Trustees.

BOARD OF TRUSTEES ADVISORY COMMITTEE

William R. Capps	Currituck County
Frank W. White, Jr.	Chowan County
Frederick I. Denning	Camden County
John A. Lane	Gates County
Durward F. Reed, Jr.	Perquimans County

COLLEGE OF THE ALBEMARLE FOUNDATION BOARD OF DIRECTORS

The College of The Albemarle Foundation was formed in 1980 to strengthen and further the offerings of the college through the provision of funds for facilities, equipment, special activities, and scholarships. This non-profit organization is governed by a Board of Directors, whose members are appointed by the college's Board of Trustees. College administrators provide staff assistance for the COA Foundation.

Mark M. Maland, President
Beverly M. Small, Vice-President
J. Parker Chesson, Jr., Secretary
Barry D. Hartis, Treasurer
Patsy R. McGee, Executive Committee
J. Timothy Thornton, Executive Committee

Bruce A. Biggs
J. MacN. Duff
M. Keith Fearing, Jr.
William W. Foreman
J. Wilson Jones, Jr.
Diana M. Luther
Ray S. Meiggs, Jr.
Wallace E. Nelson
Robert V. Owens, Jr.
J. Stanley Peel
Jan Riley
Hoke S. Roberson, Jr.
Andrew H. Williams
Winifred J. Wood

J. Samuel Roebuck, Lifetime Member
Zack D. Owens, Lifetime Member

ADMINISTRATIVE OFFICERS

President ..... J. Parker Chesson, Jr.
Dean, Administrative Services ..... Barry D. Hartis
Dean, Instruction ..... Vacant When Published
Dean, Student Development ..... G. John Simmons, Jr.

ADMINISTRATIVE SUPPORT STAFF

Administrative Services

Director, Accounting ..... Karen Alexander
Director, Management Information Services ..... Sharon L. Mudge
Director, Physical Facilities ..... Vacant When Published
Director, Support Services/Bookstore Manager ..... Deborah R. Holland

Instructional

Assistant Director, Learning Lab ..... Grace W. Gray
Assistant Registrar, Dare County Campus ..... Virginia L. Tillett
Associate Dean, College Transfer Education ..... L. Clate Aydlett
Associate Dean, Continuing Education & Business Services ..... Floyd P. Horton
Associate Dean, Dare County Campus ..... Joseph W. Turner, Jr.
Associate Dean, Occupational Education ..... P. Eugene Talkington
Coordinator, Cooperative Education ..... Debra S. Williams
Coordinator, HRM/Continuing Ed., Dare Campus ..... Vacant When Published
Coordinator, Learning Lab/Library, Dare Campus ..... Marietta Trainor
Coordinator, Literacy Skills Assessment ..... Lynn Hurdle-Winslow
Director, ABLE Program ..... Anne G. Lennon
Director, Community Services Education ..... Douglas M. Sawyer
Director, Evening Program ..... William R. Sterritt
Director, Learning Lab ..... Martha L. Newbold
Director, Learning Resources Center ..... Holly M. Cook-Wood
Director, Literacy Education ..... Mary F. Partin
Director, Small Business Center ..... Lynne M. Bunch
Instructor/Coordinator, Bridges Program ..... Carolyn R. Davis

President

Director, Instit. Effectiveness and Research ..... Phyllis N. Haskett
Director, Public Relations and Communications ..... Wanda S. Winslow

Student Development

Assistant Dean, Admissions ..... Roy G. Winslow
Assistant Dean, Counseling and Placement ..... Raphael G. Scaffa
Assistant Dean, Student Financial Aid ..... O. Lloyd Armstrong
Counselor, Dare County Campus ..... V. Gerald Oliver
Counselor, Student Support Services ..... Susan W. Daveiro
Director, Student Activities ..... Dwan U. Turner
Director, Student Support Services ..... Andrea R. Williams
Registrar ..... Mary Louise Brown
Tutor Coordinator, Student Support Services ..... Ruth G. Warren

DEPARTMENT CHAIRPERSONS

Business ..... J. Nelson White
Cooperative Education ..... Debra S. Williams
Drafting and Design ..... Robert L. Ford
Electronics and Electronic Data Processing ..... David T. Hodges
Fine Arts ..... Leland L.C. Chou
Health and Physical Education ..... M. Kay Patterson
Mathematics and Natural Sciences ..... L. Clate Aydlett
Modern Languages ..... Patsy O. Sanders

Nursing ..... Wilma W. Harris
Social Sciences..... Ronald R. Riccardo
Vocational Trades ..... Stanley E. Nixon

OTHER SUPPORT STAFF

Accounting Technician..... Vacant When Published
Community Center Manager..... Elizabeth L. Jones
Computer Programmer ..... Rhonda L. Watts
Financial Aid Assistant ..... Angela Godfrey-Dawson
Lead Accounting Technician..... Carolyn F. LaDow
Library Technical Assistant..... Lynn E. Needham
Printing Services Coordinator ..... Jesse L. Johnson

SECRETARIAL/OFFICE STAFF

ABLE Program Secretary..... Lisa A. Johnson
Accounts Payable Clerk ..... Rita M. Layden
Admissions Secretary ..... Lisa G. Finley
Bridges Program Secretary..... Denise B. Aydlett
Cashier/Business Office
Secretary ..... Michelle W. Sheep
Continuing Ed/ABE Secretary..... Sherry A. Hewitt
Continuing Education Secretary..... Dawn E. Rountree
Dare County Campus
Secretary ..... Kathleen C. Congdon
Dean of Instruction's Secretary ..... Janice P. Bryant
Dean of Student Development's
Secretary ..... Judy T. Nero
Development and Planning
Secretary ..... Wendy W. Brickhouse
Institutional Effectiveness/Research
Secretary ..... Rita O. Jennings
Learning Resources Center
Secretary ..... Diane M. Sawyer
President's Secretary..... Sandra W. Strickland
Secretary/Faculty Assistant..... Glenda W. Crane
Secretary/Faculty Assistant..... Nancy P. Farmer
Small Business Center
Secretary ..... Diane W. Leverette
Student Support Services
Secretary ..... Carrie P. Jones
Telephone Operator/Receptionist..... Mildred G. Banks

CUSTODIAL/MAINTENANCE STAFF

Doris A. Greene
James W. Hall
Ronald M. Hostutler
Clyde Leverette
Carlton McDonald
Maxine Riddick
G. Ernest Sawyer, Jr.
William P. Sears
Lance Taylor
Gladys M. Whitehurst

FACULTY AND STAFF

Adams, Bobby K..... Chemistry and Physics
B.S., Longwood College; M.S., West Virginia University

Alexander, Karen ..... Director, Accounting
B.S., Norfolk State University

Alexander, Miriam S .. Technical/Vocational Education
B.S., East Carolina University

Anderson, Jimmy R ..... Business Education
A.A.S., College of The Albemarle; B.S., Atlantic Christian College; M.A.Ed., East Carolina University

Armstrong, O. Lloyd ..... Assistant Dean, Student Financial Aid
A.A., Allan Hancock; B.S., M.S.E., Southern Illinois University

Aydlett, Julian E., Jr ..... Mathematics
A.B., University of North Carolina at Chapel Hill; M.A., East Carolina University

Aydlett, L. Clate ..... Associate Dean, College Transfer Ed.
A.B., Duke University; M.A., East Carolina University

Beloat, Hollis A..... Sociology
B.A., M.A., Western Kentucky University

Boyce, Sandra N ..... Speech/Drama
A.B., M.A., University of North Carolina at Chapel Hill

Bridges, James T ..... English
B.S., M.A., Appalachian State University

Brown, Mary Louise..... Registrar
B.A., University of California

Bunch, Lynne M..... Director, Small Business Center
B.S., University of North Carolina at Chapel Hill; M.A.Ed., East Carolina University

Chesson, J. Parker, Jr..... President
B.S., M.A., East Carolina University; Ph.D., North Carolina State University

Chou, Leland L.C ..... Music
B.A., Linfield College; M.M., Cincinnati Conservatory of Music; M.S.M., Union Theological Seminary; D.M.A., University of Southern California

Cook-Wood, Holly M..... Director, Learning Resources Center
B.A., St. Andrews Presbyterian College; M.L.S., North Carolina Central University

Davis, Carolyn R..... Instructor/Coordinator, Bridges Program
B.S., Virginia Commonwealth University

Daveiro, Susan W..... Counselor, Student Support Services
P.N., Wake Community College; B.A., M.S.H.E., East Carolina University

Douglas, Carol B ..... Nursing
B.S., B.S.N, East Carolina University

Dubbé, Marsha A..... Nursing
B.S.N., West Virginia University; M.S.N., Duke University

Dunlow, Dorothy J ..... Business Education
B.S., M.A.Ed., East Carolina University

Farless, Patti B.....Nursing
B.S.N., University of North Carolina at Chapel Hill; M.A.Ed., East Carolina University

Finch, Patricia A .....English and Developmental Education
B.A., St. Andrews Presbyterian College; M.A., University of North Carolina at Chapel Hill

Ford, Robert L..... Drafting and Design
B.S., Northeastern State College; M.A.Ed., Univ. of N. Colorado

George, Jean S...Developmental English and Reading
B.S., M.A., S.C.T., Murray State University

Gray, Grace W ..... Assistant Director, Learning Lab
B.S., M.A.Ed., East Carolina University

Gregory, David B.....Biology
A.B., M.A.Ed., East Carolina University

Harris, C. Marion, Jr... Health and Physical Education
A.A., College of The Albemarle; B.S., Atlantic Christian College; M.A.Ed., East Carolina University

Harris, Wilma W .....Nursing
R.N., Rex Hospital School of Nursing; B.S.N., University of North Carolina at Chapel Hill; M.A.Ed., East Carolina University

Hartis, Barry D..... Dean, Administrative Services
B.S., University of North Carolina at Charlotte; CPA

Haskett, Phyllis N..... Director, Institutional Effectiveness and Research
B.S., M.A.Ed., East Carolina University

Hill, Benjamin F., III .....Art
B.S., East Carolina University

Hodges, David T.....Electronics and Electronic Data Processing
A.A.S., Old Dominion University; B.S., Northwestern State University; M.A.Ed., East Carolina University

Hoffman, Faye E ..... Cosmetology
Greenville Beauty School

Holland, Deborah R..... Director, Support Services/Manager, Bookstore
A.A.S., College of The Albemarle

Horton, Floyd P.....Associate Dean, Continuing Education & Business Services
B.S., West Virginia State College; M.A., Marshall University

Hurdle-Winslow, B. Lynn .....Coordinator, Literacy Skills Assessment
B.A., East Carolina Univ.; M.Ed., North Carolina State University

Jones, Elizabeth L.....Manager, Community Center
B.A., Louisiana State University

Jones, Elizabeth W.....Supervisor, Practical Nursing
B.S.N., East Carolina University

Kerber, Teresa S ..... Business Computer Programming
B.S., James Madison University; M.A.Ed., East Carolina University

Krauss, Kerry.....Electronics and Electronic Data Processing
A.A., A.A.S., College of The Albemarle; B.S., Elizabeth City State University

Kulhanek, Karen G .....Nursing
B.S.N., Northern Michigan University; M.A.Ed., East Carolina University

Leete, Jerome B .....Biology
B.A., Florida Southern; B.S., M.S., East Carolina University

Lennon, Anne G..... Director, ABLE Program
B.S., M.L.S., East Carolina University

Loy, Vicki Ford ..... English
B.A., M.A., East Carolina University

Mansfield, Shelby H..... Psychology
B.S., M.Ed., North Carolina State University

McNary, Orville E .....Electrical Installation and Maintenance
USCG (Retired); Certified Electrician

Mercer, Jesse B.....Economics
B.S., High Point College; M.A., East Carolina University

Most, Roger W..... Automotive Mechanics
Auto Mechanics Cert., Welding Diploma, Beaufort County Community College; Cert., Chesapeake Technical Center; ASE Certified Master Automobile Technician

Mudge, Sharon L..... Director, Management Information Systems
A.A.S., University of Hawaii

Neve, J. Chris..... Developmental Mathematics
B.A., University of Colorado; M.A.M., University of Virginia

Newbold, Martha L..... Director, Learning Lab
A.B., Atlantic Christian College; M.A.Ed., East Carolina University

Nixon, Stanley E..... Machinist Trades
Diploma, Advanced Machinist, College of The Albemarle

Oliver, V. Gerald..... Counselor, Dare County Campus
B.A., Norwich University; M.E., Boston University

Partin, Mary F.....Director, Literacy Education
B.S., Wake Forest University; M.A.T., Duke University

Patterson, M. Kay ..... Health and Physical Education
A.A., Peace College; B.S., M.A.Ed., East Carolina University

Phillips, Sandra S..... Developmental Reading
A.A., College of The Albemarle; B.S., LD Cert., East Carolina Univ.; M.Ed., University of North Carolina at Chapel Hill

Riccardo, Barbara D .....Foreign Languages
B.S., Ohio Wesleyan University; M.A., University of Arizona

Riccardo, Ronald R ..... History
B.A., Bloomfield College; M.A., Appalachian State University; Ph.D., Southeastern University

Rosenblatt, Harry J ..... Business and Computer Programming
B.A., Long Island University; J.D., Columbia University

Sanders, Patsy O .....English and Developmental Education
B.S., M.A.Ed., East Carolina University

Sawyer, Douglas M ..... Director, Community Services Education
B.S., East Carolina University

Scaffa, Raphael G.....Assistant Dean, Counseling and Placement
B.A., M.A.Ed., Northeastern University

Simmons, G. John, Jr.....Dean, Student Development
B.A., Pfeiffer College; M.A., Appalachian State University

Stephens, Robert O..... English
B.A., N. C. Wesleyan College; M.A., Appalachian State University

Sterritt, Patricia F .....Nursing
B.S., Peru State University; A.A.S., College of The Albemarle; B.S.N., East Carolina University

Sterritt, William R.....Director, Evening Program
B.S., M.S., Ed.D., University of Southern Mississippi

Talkington, P. Eugene.....Associate Dean, Occupational Education
A.A.S., College of The Albemarle; B.S., Elizabeth City State University

Tillett, Virginia L. ..... Assistant Registrar, Dare County Campus
A.A., College of The Albemarle; B.S., Elizabeth City State University

Trainor, Marietta H .....Coordinator, Learning Lab/ Library; Developmental Education Dare County Campus
B.S., M.A.Ed., East Carolina University

Turner, Joseph W., Jr.....Associate Dean, Dare County Campus
B.S., East Carolina University; M.S., UNC-Greensboro

Warren, Ruth G ..... Tutor Coordinator, Student Support Services
B.S., Elizabeth City State University

Wesner, Gerhardt H ..... Automotive Mechanics
Auto Maintenance and Repair, USMC (Retired)

White, J. Nelson..... Business
B.S., Campbell College; M.B.A., East Carolina University

White, Marvenia G..... Business Education
B.S., Elizabeth City State University; M.Ed., N. C. State University

Williams, Andrea R ..... Director, Student Support Services
B.S., Elizabeth City State University; M.S.W., Atlanta University

Williams, Debra S ..... Director, Cooperative Education
A.A.S., College of The Albemarle; B.S., Elizabeth City State University

Williams, Douglas H.....Air Conditioning, Heating, and Refrigeration
Diploma, Refrigeration and Air Conditioning, Old Dominion University

Williams, Rose B.....Nursing
R.N., Norfolk General Hospital School of Nursing; B.S.N., M.A.Ed., East Carolina University

Winslow, Percy L., Jr...Business/Banking and Finance
B.A., B.S., M.A., East Carolina University

Winslow, Roy G.....Assistant Dean, Admissions
A.A., College of The Albemarle; B.S., Atlantic Christian; M.A.T., University of North Carolina at Chapel Hill

Winslow, Wanda S..... Director, Public Relations and Communications
B.A., B.A., North Carolina State University

The College of The Albemarle Catalog does not include a listing of part-time faculty. The Dean of Instruction or the Associate Dean, Continuing Education and Business Services may be contacted for information about part-time faculty members.

GLOSSARY OF TERMS

Academic Calendar: Appears in the first few pages of the current catalog. Gives important dates for each quarter such as when to register, last day to drop a course without penalty, holidays, and graduation.

Admission: Fulfilling all entrance requirements such as completing the admissions file application, high school transcript or GED score, and all other college transcripts before registering for classes.

Advisor: Instructors or counselors to whom students are assigned for help with registering for the correct classes. A primary source of information and help. All drop/adds and withdrawals are initiated with the advisor.

Application to graduate: A form which all students must complete with their advisor six months before they plan to graduate.

Audit: Provides students a chance to try a course without failing. No grade or credit is awarded, and exams are not usually required. Attendance is necessary. Must be declared at the time of registration.

Catalog: The college's primary student publication. Contains policies and procedures as well as academic and financial information. Students are urged to read and be familiar with information in the catalog.

Change of program: Changing from one degree or diploma program to another; for example, from college transfer to business administration technology. With some program changes, the grade point average may change for graduation purposes.

CLEP (College Level Examination Program): One type of proficiency exam which students may take to earn college credit for their extensive knowledge.

College transfer: One of four major instructional divisions. Implies the first two years of a four-year bachelor's degree.

Cooperative Education: Combining classroom instruction with a part-time job related to an area of study.

Counselor: A professional with whom current students or prospective students can talk in confidence about any type of problem or academic concern. There are several at the college.

Credit hour: A unit of academic credit. Students must earn a certain number of credits (depending on the program) to graduate. Usually the number of credit hours for a course indicates the number of hours per week students will be in that specific class.

Curriculum code: A "C," "T," "V," or "G" (which respectively stands for college transfer, technical, vocational, or general education) followed by three numbers as in C-011, T-018, V-032, and G-030. Refers to a program of study.

CWS: College Work-Study. One of several sources of financial aid for students.

Dean: There are three deans at College of The Albemarle. The Dean of Instruction is responsible for all academic programs, including curriculum and continuing education offerings, the Learning Resources Center, and the Visiting Artist Program. The Dean of Administrative Services is responsible for all Business Office, food services, and buildings and grounds concerns. The Dean of Student Development is responsible for student-related services from admissions through graduation, including counseling and student activities.

Department number/Course number/Section number: Best explained by example:

*[1]Dept.	*[2]Course No.	*[3]Section	*[4]Course Title
BIO	101	5	General Biology I
DFT	206	1	Design Drafting
AUT	1110	2	Auto Electrical System

*[1]The department reference found in the course description section of the catalog is always three or four capital letters.
*[2]Course numbers are always two, three, or four digits.
*[3]Section numbers appear on class schedules since courses are usually offered more than once each quarter. When students register, a section number must be entered on the class schedule.

Drop/add: If students have signed up for a course they do not need or if the class is canceled, they must complete a Registration Change Notice with their advisor. A Registration Change Notice must also be completed to add a course.

Divisions: There are three instructional divisions and each one is headed by an associate dean. The divisions include college transfer, occupational, and adult or continuing education.

Elective: A course which is accepted toward fulfillment of credit for a degree but is not necessarily required for that degree, so termed because students "elect" or choose to take the course.

GED: General Educational Development. A nationally recognized high school equivalency diploma awarded for successfully completing the GED examination.

GPA: Grade point average. Obtained by dividing the total number of points assigned to the letter grades earned by the total number of credit hours attempted in a given period. Same as quality point average.

"I" grade: A deficiency in the quantity of work accomplished. Given only when circumstances do not justify giving a specific grade. Must be removed by the end of

the quarter following the one in which the Incomplete (I) was received, regardless of whether or not the student is officially enrolled (includes summer quarter). If not removed within this time, the Incomplete (I) becomes a Failure (F).

ID Card: The card students receive when they pay their tuition and fees at each registration period. It identifies the holder as an activity-paying student and allows the holder free admission to most College of The Albemarle events.

Intramurals: Organized athletic events and teams of College of The Albemarle students and sometimes staff. Students are urged to join in on the fun.

LRC: The Learning Resources Center. More commonly known as the library.

Major: The academic area in which a student specializes. It is the same as a curriculum and a program of study.

Pell (Pell Grant): Formerly the Basic Education Grant which is available to students with a certain income level.

Perkins Loan (formerly NDSL): Used to be called National Defense Student Loan. A source of borrowing money for college. Must be repaid by students.

Placement test: A 2 1/2 hour exam on reading, math, and English required of most curriculum students. Used primarily for course-level placement.

Prerequisite: A course which must be completed before students may register for a more demanding or higher level course.

Proficiency exams: Taken to earn college credit for subjects in which students already have extensive knowledge.

Quarter: An academic year at College of The Albemarle is divided into four quarters of 11 weeks each. These are known as fall, winter, spring, and summer quarters.

Registration: The period before each quarter begins when students sign up for courses and pay fees. Not to be confused with "admission." Students must register each quarter.

SAR: Student Aid Report. A report from the U.S. Department of Education which notifies students of their eligibility for financial aid. Students must return the report to the Financial Aid Office.

Sequence: A continuous series of courses to be taken in a specific order.

Student Senate: The student governing body which uses student activity fees to provide activities and special events during the year.

Technical: Implies a two-year, normally non-transferable, career-oriented degree program. Mechanical Drafting and Design Technology and General Office Technology are examples.

Used Bookstore: Operated on the main campus by the Nu Nu Chapter of Phi Theta Kappa, national honor fraternity. Used books may be bought and left on consignment for resale.

Vocational: Usually refers to one-year trade programs at the college. A diploma is awarded upon the completion of a vocational trade such as Automotive Mechanics, Practical Nursing, and Cosmetology.

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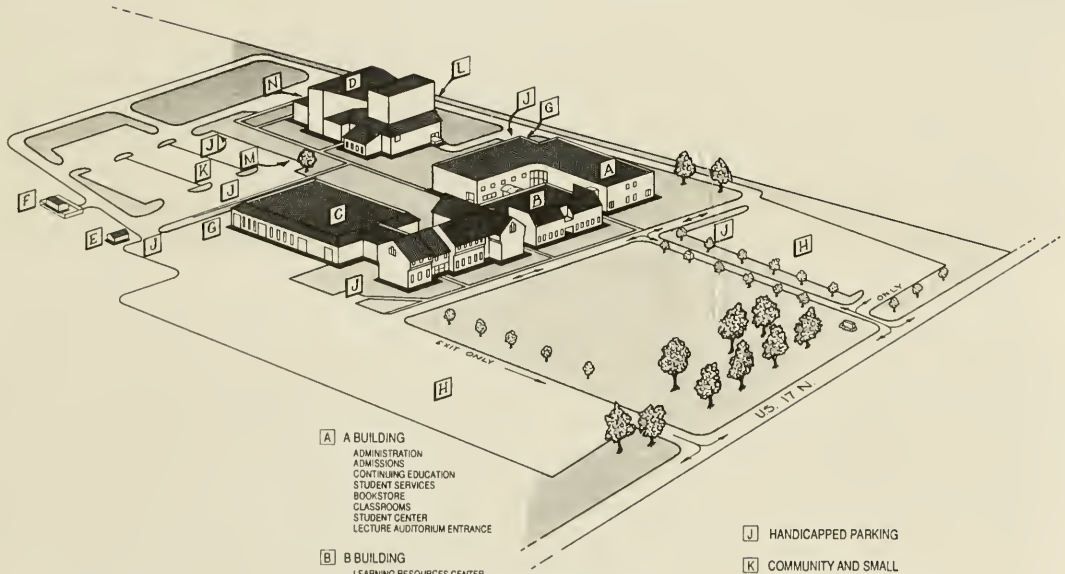

A A BUILDING
ADMINISTRATION
ADMISSIONS
CONTINUING EDUCATION
STUDENT SERVICES
BOOKSTORE
CLASSROOMS
STUDENT CENTER
LECTURE AUDITORIUM ENTRANCE

B B BUILDING
LEARNING RESOURCES CENTER
LECTURE AUDITORIUM
CLASSROOMS

C C BUILDING
VOCATIONAL AND TECHNICAL
SHOPS AND LABS
CLASSROOMS

D COMMUNITY AND
SMALL BUSINESS CENTER

E CERAMICS BUILDING

F MAINTENANCE BUILDING

G STAFF PARKING

H STUDENT AND VISITOR PARKING

J HANDICAPPED PARKING

K COMMUNITY AND SMALL
BUSINESS CENTER PARKING

L BOX OFFICE ENTRANCE
AND PARKING

M SMALL BUSINESS CENTER ENTRANCE

N COMMUNITY CENTER AUDITORIUM
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